VII/66

GENERAL REPORT

OF

PUBLIC INSTRUCTION IN BENGAL,

FOR

1879-80.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1879-80.

After protracted correspondence with the Government of India on the subject of the forms to be used in future educational returns, the new forms prescribed in the Resolution of that Government, dated the 6th January 1879, were finally adopted for Bengal. Certain modifications in the rules which accompanied them were, however, permitted, these being rendered necessary by the special character of the schools of this province. The most important concessions made were (1) that a high school should continue to be treated as one school, and not divided into three—a high, a middle, and a primary; (2) that for the purpose of showing the expenditure upon the lower departments of middle and high schools a certain equitable proportion, to be determined by the local Government, of the cost of each class of schools should be shown as primary expenditure; (3) that the rule requiring each pupil to pass, before entering a school of any higher class, the qualifying examination for that class of schools, should not be insisted on; and (4) that the departmental examinations and standards prevailing in Bengal should be accepted, in lieu of the corresponding, or nearly corresponding, standards prescribed by the rules. With these modifications there will be no difficulty in employing the new forms. Before, however, the orders to that effect were received, the old forms had been printed and distributed, with the result that the final and complete adoption of the new forms must be postponed for another year. The tables at the end of this report are therefore compiled according to the old forms. I have, however, added a second set of tables, drawn up according to the new forms, though differing from them in certain particulars in which it has not been in my power to furnish the necessary information. In these latter tables lower vernacular schools have been included among middle schools, the class to which they rightly belong. No division of primary schools into "upper" and "lower" has been made, since that distinction does not exist in the Bengal system. Throughout the present report the term "higher school," hitherto used in Bengal, has been replaced by "high school," in accordance with the new rules.

2. The order of subjects prescribed by the new rules has again been followed in this, as in the last report. They are—

I.—General summary.
II.—Controlling agencies.
III.—University education
IV.—Secondary ditto.
V.—Primary ditto.
VI.—Schools for special or technical training.
VII.—Scholarships.
VIII.—Employment of students in the public service.
IX.—Books.

Special sections have, however, been introduced on the subjects of European and Eurasian education, and the education of girls.

GENERAL SUMMARY.

I.—GENERAL SUMMARY.

3. The year has been marked by a large and general increase in the number of schools and pupils in institutions of almost every class. The following summary statement shows a total gain of 6,098 schools and 91,323 pupils, the great bulk of which is due, as in former years, to the continued expansion of the system of primary education. The figures include every school which has furnished returns—

Class of Instruction.		1879. Schools.	1879. Pupils.	1880. Schools.	1880. Pupils.
University ...	Colleges	20	1,963	20	2,080
Secondary ...	Higher English schools ...	196	36,033	200	38,618
	Middle " " ...	540	31,490	554	32,812
	Middle vernacular schools ...	1,061	52,607	1,065	54,562
	Lower " " ...	1,541	53,391	1,498	54,296
Primary ...	Primary schools ...	29,270	531,064	35,258	613,452
Special ...	... ...	60	3,805	58	3,520
Female ...	... ...	543	12,777	657	15,158*
European and Eurasian ...	... ...	47	4,577	46	4,532
	Total ...	33,278	727,707	39,376	819,030

* Including 288 boys reading in girls' schools.

4. The number of colleges has actually been reduced by one, the Rungpore College classes, containing nine students, having been closed at the end of the session of 1879. On the other hand, the Baptist Mission College at Serampore, also with nine students, has now again furnished returns, after having for two years omitted to do so. There is therefore a net increase of 108 in the number of college students. Of these, Government colleges claim 19 and aided colleges 13, while the unaided Metropolitan Institution shows an increase of 80 students.

5. Secondary instruction shows a loss of one school, but a gain of 6,767 students. The loss is confined to the class of lower vernacular schools, which have decreased by 43, while they still show a gain of 905 pupils. The decrease is chiefly due to the general and still growing desire to extend the bounds of primary education, and the consequent tendency of district officers to withdraw high grants from individual schools in order to spread their allotments over a wider area. In other classes of secondary schools there is a satisfactory increase,—namely, of four high schools with 2,565 pupils; of 14 middle English schools with 1,322 pupils; and of 24 middle vernacular schools with 1,955 pupils. The strict scrutiny of inefficient schools, which formed so prominent a part of the operations of the previous year, has still been continued, and has resulted in the withdrawal of a considerable number of grants, which have been or will be transferred to new and more promising schools.

6. Primary instruction shows a gain of 5,988 schools and 82,388 pupils. The constant increase of 6,000 or 7,000 schools every year merely shows, as has been repeatedly explained, the continued efforts and the increasing success of district officers, aided by the inspecting staff, in bringing larger and larger numbers of village schools within the compass of the primary system, by offering them new subjects and standards, encouraging them by the promise of rewards, and thus giving them, in a greater or less degree, a permanent existence and the hope and means of future improvement. The increase in the number of schools is distributed as follows:—In the Burdwan Division 700 schools have been added; in Orissa 900; in Eastern Bengal 900; in the Patna Division 2,000; and in Bhagulpore 1,000.

7. Under the head of "special instruction" there is a loss of two schools and 285 pupils A law department has been added to the Rajshahye College, which is balanced by the closing of the survey school at Hooghly. Two

normal schools have been closed, and the Dehree school for European apprentices has been transferred to the new Engineering College at Howrah, of which it now forms one department. Other less important changes have taken place in Madrasahs and petty industrial schools, aided or private.

8. The education of native girls has been extended by the addition of 114 schools and 2,381 pupils; and the total number of girls under instruction, including those reading in boys' schools and normal schools, has increased from 23,732 to 28,225. The majority of the new schools are aided from the primary grant, 25 having been added in the Presidency Division, 57 in Dacca—always pre-eminent in education of this class—and 14 in the hitherto backward province of Behar. In the district of Nuddea 11 grant-in-aid schools have been opened in connection with the Church Mission Agency.

9. In the subjoined table the schools are classified according to the source of their income and the grant by which they are maintained:—

Class of Institutions.	1879.		1880.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools and colleges	307	28,423	301	29,332
Grant-in-aid " " "	1,677	83,281	1,708	88,005
Circle grant "	287	11,947	290	12,355
Primary grant "	24,354	489,518	30,414	582,992
Unaided schools and colleges	6,653	114,538	6,663	106,346
Total ...	33,278	727,707	39,376	819,030

In these figures are included, so far as they have been discovered and have furnished returns, the large class of unaided pathsalas, tols, and maktabs, which fluctuate largely from year to year, which lie altogether outside the system of Government organization, and which are unaffected by our standards, scholarships, and rewards. Their number has changed from 6,232 with 84,196 pupils to 6,266 with 76,145 pupils, showing an increase of 34 schools, but a loss of 8,051 pupils. These last figures point to the generally recognized and noteworthy fact that the primary system is taking up, year by year, all the larger of the indigenous schools; and that those which newly come into existence, or make themselves known to the inspecting officers, with or without the hope of Government aid, are the small schools of remote and unimportant villages, to which the influence of the Government system is thus gradually, but surely, making its way. The average number of pupils in an unaided village school is 12; and when it is remembered that a school with less than ten pupils is in general not recognised by the returning officers, it will be clear that great progress has been made in the attempt to bring the indigenous schools of the country within reach of the Government system. Excluding the class of schools just referred to, it appears therefore that schools of organized instruction have advanced from 27,046 with 643,511 pupils to 33,110 with 742,885, showing an increase in round numbers of 6,000 schools and 100,000 pupils.

10. The loss of six Government schools is thus explained. As stated above, two normal schools and the Hooghly school of surveying have been closed, the Dehree school has been merged in the Engineering College, and a law school has been opened in the Rajshahye College. Five Government vernacular schools have disappeared from the returns; four circle schools having been wrongly classed last year as Government schools, and one lower school in Orissa having been raised to the middle class with a grant-in-aid. Two middle English schools have been added; these are the Anglo-Hindi school at Darjeeling, hitherto classed as an aided school, but now treated as the Government school of the district, and the Railway school for European children established at Kurseong.

11. Grant-in-aid schools show an increase of 31. A gain of three high and of ten middle English schools is exactly counterbalanced by the apparent loss of 13 middle vernacular schools, the figures merely representing

GENERAL SUMMARY.

the elevation of these schools to a higher class. There has been a loss of 23 lower vernacular schools, which is met by a gain of 28 primary schools; the loss and gain being almost exclusively confined to the Mission schools of the 24-Pergunnahs, and implying only a more accurate classification. Girls' schools show an advance of 15, chiefly (as before explained) in the district of Nuddea; and 11 new zenana teachers, each of whom is reckoned in the returns as a school, have been employed, though without any increase to the grants made to the Missionary agencies.

12. It appears, therefore, that the number of grant-in-aid schools shows a very slight increase; being practically limited, if we exclude transfers from class to class, to a few primary and girls' schools under Missionary management. This apparent want of progress is not to be explained by the fact that the grant-in-aid allotment is fixed in amount, and therefore that only the same number of schools can be aided from year to year. This indeed is notoriously not the case. Aided schools are well aware that they must make constant efforts to increase their private income, so as to require a smaller Government grant at each renewal. It is but seldom that a renewed grant is given without a reduction in its amount. It would therefore follow that, with the same fixed allotment, a greater number of schools could be aided in each successive year. This is in fact the case. Grants have been withdrawn from 94 schools during the past year, and grants have been given to 114 new schools, excluding zenana agencies; but the true bearing of the year's operations is disclosed by the fact that the expenditure on aided schools has been reduced by nearly Rs. 12,000. This sum is therefore at our disposal for aiding new schools as opportunities arise.

13. The circle grant has been administered with greater success in the past than in the preceding year. The number of schools has slightly increased, from 287 to 290; but their classification affords much more ample ground for satisfaction. In the reports for previous years it was pointed out that district officers, in whose hands the administration of the circle grant then lay, had a tendency to treat this grant as not different in its objects from the assignment made to them for primary education. It was shown that the true object of the circle grant was the gradual development of selected primary schools, and their elevation to the middle standard at a very small cost. The circle grant was therefore declared to belong to the field of secondary education, and its administration was transferred to the hands of the Inspector. The effects of the change may be traced in the returns for the past year. The total number of circle schools remaining nearly the same, those of the middle class have increased from 106 to 116, and those of the lower from 92 to 114, while the number of primary schools has fallen from 89 to 60. The amount of the grant has remained unaltered, and the general advance in the standard of the schools shows that it has been laid out to much better advantage in the promotion of its special objects.

14. The primary grant has been administered with the following results. Middle schools, aided from this source, show an apparent increase from 111 to 151. This increase, however, is really due to the inclusion under this head of 39 Sanskrit tols in the Burdwan district, schools of that class having in the previous year been returned as primary. The warning, so often repeated, that the primary grant should be but sparingly applied to middle education has been fully borne in mind, and only a single additional school of that class has been subsidised. As before explained, the necessity of reducing stipends in order to increase the reward fund has led to the reduction of lower vernacular schools from 1,267 to 1,232. Schools for girls aided from the primary grant have advanced from 194 to 295, and the number of girls reading in boys' schools aided from that grant has increased from 9,013 to 11,278. In the number of primary schools for boys there has been an increase from 22,782 to 28,736, and an increase in the number of pupils from 439,204 to 529,960. Half the increase is to be found in Behar, which has added 3,000 to the number of its registered primary schools.

15. Unaided schools of organized instruction show an increase of one high and two middle English schools. Middle vernacular schools have decreased from 106 to 90, many schools previously unaided having been admitted to grants-in-aid during the year. Lower vernacular schools show a slight increase, from 54 to 55.

16. The following table shows the expenditure for the year under the different budget heads, taken from the returns of the Accountant-General :—

Budget head of expenditure.	Sanctioned estimate, 1879-80	Actuals, 1879-80.
	Rs.	Rs.
Direction and inspection ...	3,91,000	4,27,604
Government colleges and madrasahs	4,66,000	4,46,817
Government schools ..	6,14,000	6,07,065
Grants-in-aid and assignments—		
For secondary and superior instruction	4,50,000	4,19,226
For primary instruction ...	4,00,000	3,88,636
Scholarships	1,56,000	1,46,155
Miscellaneous	46,000	37,657
Total ...	25,23,000	24,73,160
Less receipts ...	4,50,000	4,50,745
Net Government expenditure ...	20,73,000	20,22,415

17. The operations of the department have therefore been conducted with a saving to Government of over Rs. 50,000 upon the budget estimate. Fresh expenditure has also been sanctioned during the course of the year to the amount of Rs. 16,321, debitable to the general savings of the department. In this are included an additional grant of Rs. 7,226 for the Rungpore zillah school, and a grant of Rs. 3,929 for the Chittagong Normal school; an addition of Rs. 2,000 to the primary grant of the Cuttack district, and of Rs. 800 to that of Backergunge; a grant of Rs. 973 for excess expenditure in the survey class of the Civil Engineering College, and a subsidy of Rs. 500 to the Saraswat Samaj of Dacca; besides smaller sums. Much of this, though not provided for in the budget, appears in the expenditure of the year; and the savings on the original estimates are therefore somewhat greater than the amount above shown. Large sums were also re-granted during the course of the year, under the net-grant system, to Government schools and madrasahs over and above the sanctioned estimates. Though it is true that a certain portion of the expenditure of the year was directly chargeable to the sums thus re-granted, yet it has not seemed advisable to swell the apparent savings of the department by the addition of those sums to the amount of the sanctioned estimate; since, whether actually expended or not, they have to some extent passed beyond the control of Government, and may be regarded as being held in deposit for the benefit of individual schools. The disposal of the surplus balances of net-grant schools will, however, be shortly taken up as a separate question.

18. The only head under which the sanctioned estimates have been exceeded is that of "Direction and Inspection," in which the excess expenditure of Rs. 36,600 is due partly to the appointment of three Assistant Inspectors after the estimate had been framed, and partly to greater activity manifested by inspecting officers generally. The saving under the head of "Government Colleges" is due to the large number of officers who were compelled to take sick leave during the year. Under "Government Schools," zillah schools have exceeded their sanctioned expenditure by Rs. 9,000, paid from re-grants; girls' schools by Rs. 3,000, owing to the reorganization of the Bethune school and the addition to it of college classes; and boarding-schools by Rs. 4,500, expended on the Railway school at Kurseong. On the other hand, there has been a saving of Rs. 10,000 in the assignment for middle and lower schools; of Rs. 5,000 in normal schools, two of these having been abolished, and the Patna normal school not yet working up to its full expenditure; and of Rs. 9,000 in technical schools, chiefly arising out of savings in the grant to the Art Gallery, which is included by the Account Department under this head.

The saving under the head of "Grants-in-aid" has already been explained, the expenditure upon new grants not having come up to the amount of those cancelled and reduced. Under "Primary Instruction," again, there is a moderate saving of about Rs. 12,000 on the allotment of four lakhs. "Scholarships" and "Miscellaneous Charges" show savings of Rs. 10,000 and Rs 9,000 respectively.

GENERAL SUMMARY.

19. The receipts of the department are in close accordance with the estimate. It is, however, necessary to add that they would have been more favourable by Rs. 10,000 had not the estimate of "Miscellaneous Receipts" been increased by the Account Department to Rs. 20,000, or just twice the amount of the actuals for the year.

20. The following table compares the expenditure for two years, taken from the departmental returns. The class of instruction, and not the budget head of expenditure, is here made the basis of classification, and the whole expenditure connected with education is shown, excluding only that for educational buildings, the returns of which have not yet been received from the Public Works Department. The table accordingly includes charges for medical instruction, which are not included in the estimates of the Education Department:—

	Year ending 31st March 1879.		Year ending 31st March 1880.	
	Government expenditure. (Net)	Total expenditure.	Government expenditure. (Net.)	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	.....	86,000	.....	92,000
Collegiate	2,33,000	4,41,000	2,35,000	4,58,000
Secondary instruction	5,66,000	16,25,000	5,78,000	16,79,000
Primary "	2,89,000	10,09,000	2,96,000	11,73,000
Scholarships	1,40,000	1,56,000	1,38,000	1,53,000
Female education	78,000	2,41,000	80,000	2,40,000
Special instruction (including scholarships) .	4,26,000	5,33,000	*4,07,000	*4,95,000
Miscellaneous	58,000	72,000	†47,000	†62,000
Superintendence	3,82,000	3,82,000	4,16,000	4,16,000
Total ...	21,72,000	45,45,000	21,97,000	47,68,000

* Exclusive of expenditure in the Dehree Training school for Europeans and Eurasians.
† Ditto ditto on educational buildings in the Public Works Department.

21. Examining the detailed figures under each head, the increase of Rs. 2,000 in the Government expenditure upon Colleges is explained by the somewhat increased cost of the Rajshahye College, and by the addition of Rs. 1,000 to the grant made to the Chittagong College. Of the increase of Rs. 12,000 in secondary instruction, about Rs. 5,500 are due to the yearly increments in the salaries of teachers under the new system of grades; while the Railway school at Kurseong has cost nearly Rs. 5,000. A further grant of Rs. 1,000 has been made to boarding-schools in the Hill Tracts of Chittagong. Primary instruction shows an increase of Rs. 7,000 in the Government expenditure. As before stated, the new college classes in the Bethune school account for the increase under female education. The decrease of Rs. 19,000 under special instruction is chiefly nominal, and arises from the omission of the cost of the Dehree training school (about Rs. 14,000), the returns of which have not been received from the Public Works Department. There was, however, a real decrease of Rs. 7,000 in the cost of the Bankipore medical school, owing to a reduction in the number of military students. The increase in the cost of superintendence is due to the appointment of Assistant Inspectors, and to higher travelling charges.

22. In the last report, and in the Government Resolution on that report, prominent notice was taken of the fact that for the first time in the history of the department the contribution from private sources to the total cost of education had exceeded the Government grant, which amounted to 47·75 per cent. of the total expenditure. During the year under report the proportion of Government expenditure has fallen still further, to 46 per cent. Of the cost of collegiate education, the Government share has fallen from 52½ to 51⅓ per cent., or if University charges be added, all of which fall on the candidates, from 44 to below 43 per cent. In secondary education the Government share has fallen from 35 to 34½ per cent., and in primary education from 28½ to 25½ per cent. Of the cost of special instruction the Government share is naturally very much higher; it amounts to 82 per cent. It must be remembered that all these figures refer only to those colleges and schools which receive aid from the State. If the expenditure in unaided institutions be taken into account, the proportion of the Government expenditure to the total cost will be very much less.

23. The following table shows the class of instruction reached by the pupils in schools of all kinds, excluding colleges and also schools of special

instruction. The *upper stage* includes pupils in the first two classes of high schools; the *middle stage* includes pupils in the lower classes of these schools and in all classes of middle and lower schools, down to the stage at which primary instruction ends; and the *primary stage* includes in its lower section those who cannot, and in its higher section those who can, read, write, and understand easy sentences in their mother tongue, up to those who have reached the standard of the primary scholarship examination. The standard of primary instruction, therefore, as it is understood in Bengal, includes the knowledge of an elementary reading-book, of the first four rules of arithmetic, and of bazar and land accounts after native methods, and familiarity with the ordinary forms of village documents and correspondence. The table is here given:

Class of Schools.	Number of schools.	Number of pupils.	Upper stage.		Middle stage.		Primary stage, higher section.		Primary stage, lower section.	
			Number of pupils.	Percentage of pupils.	Number of pupils.	Percentage of pupils.	Number of pupils.	Percentage of pupils.	Number of pupils.	Percentage of pupils.
Higher English...	200	38,618	7,077	18·4	20,832	53·9	8,358	21·7	2,351	6
Middle ditto	554	32,812	8	.....	12,539	38·2	12,985	39·6	7,280	22·2
Middle vernacular (a)	1,206	55,610	170	.....	16,456	29·9	20,977	37·7	18,007	32·4
Lower " (b)	1,506	54,371	.....	.....	7,608	13·9	22,352	41·2	24,411	44·9
Primary "	35,129	612,329	154	.....	9,080	1·5	230,085	37·6	373,010	60·9
Girls' schools for natives	657	15,158	20	.....	1,622	10·8	4,589	30·3	8,927	58·9
Boys' schools for Europeans, &c. ...	12	2,140	307	14·3	1,013	47·3	511	23·9	309	14·5
Girls' " " ...	13	1,392	57	4·1	579	41·6	469	33·6	287	20·7
Mixed " " ...	21	1,000	.....	.....	398	39·8	346	34·6	256	25·6
Total ...	39,298	813,430	7,793	·9	70,127	8·7	300,672	36·9	434,838	53·5

(a) Including 121 tols with 1,048 pupils classed in the first table (paragraph 3) as primary.
(b) Ditto 8 ditto 75 ditto ditto ditto.

24. The proportion of Hindus to Mahomedans in schools of all classes is shown below:—

	Total number of pupils.	Hindus.		Mahomedans.	
		Number of pupils.	Percentage of pupils.	Number of pupils.	Percentage of pupils.
Arts colleges	*1,739	1,592	91·5	93	5·3
High English schools ...	38,618	34,785	90·0	3,421	8·8
Middle " " ...	32,812	28,179	85·8	4,078	12·4
Middle vernacular " ...	55,610	47,527	85·4	7,553	13·5
Lower " " ...	54,371	44,606	82·0	8,910	16·4
Primary " " ...	612,329	471,876	77·0	127,852	20·8
Professional colleges ...	547	471	86·1	15	·2
Technical schools	†799	584	73·0	143	17·9
Normal "	1,250	474	37·9	36	2·9

* Exclusive of those in unaided colleges.
† Ditto of those in the Government School of Art.

25. The Mahomedan population of Bengal forms, according to the last census, 31½ per cent of the whole, while the school population is no higher than 18½ per cent. Of the whole school-going population the proportion of Hindus steadily rises, and that of Mahomedans as steadily falls, as we pass from the lower to the higher classes of instruction. In technical schools the proportion of Mahomedan pupils is higher than in any other class. This is largely due to the fact that the medical and survey schools of Patna contain considerably more Mahomedans than Hindus, the Hindus of Behar not having as yet taken freely to instruction of that kind.

26. The number of pupils in aided and unaided schools is here shown for each Division in two successive years.

It appears that the number of pupils in aided schools has increased in every Division, and that in Eastern Bengal, in the Division of Patna, and in Orissa, where the increase has been largest, the number of unaided pupils shows some, though not a corresponding, reduction:—

Division.	Population.	Pupils on the 31st March 1879.		Pupils on the 31st March 1880.	
		In aided schools.	In unaided schools.	In aided schools.	In unaided schools.
Calcutta ...	430,000	10,762	.....	10,732	.....
Presidency ...	7,451,000	91,105	24,304	98,817	24,613
Burdwan ...	7,605,000	155,060	11,936	178,443	13,940
Rajshahye ...	7,377,000	39,598	6,682	46,265	15,527
Dacca ...	9,127,000	75,881	15,421	96,296	10,140
Chittagong ...	1,911,000	15,241	1,692	16,040	1,379
Patna ...	13,123,000	61,415	29,332	82,986	27,437
Bhagulpore ...	7,290,000	53,058	655	58,579	1,361
Chota Nagpore ...	3,148,000	24,560	2,217	24,807	2,530
Orissa ...	3,162,000	57,426	13,515	69,734	10,385

GENERAL SUMMARY.

27. The advancement of each Division is shown by the number of pupils in different stages of instruction, as in the following table:—

Division.	Upper stage.	Middle stage.	Primary Stage.	
			Higher section.	Lower section.
Burdwan	1,818	18,220	71,732	98,132
Calcutta	2,440	8,641	5,401	5,940
Presidency	1,382	13,717	43,855	66,741
Rajshahye	382	6,232	20,769	27,373
Dacca	1,115	10,849	33,988	63,716
Chittagong	373	1,851	5,390	11,136
Patna	576	4,920	42,020	67,760
Bhagulpore	249	2,614	22,269	37,344
Orissa	255	2,558	38,710	39,781
Chota Nagpore	125	1,430	10,115	17,118

CONTROLLING AGENCIES.

II.—CONTROLLING AGENCIES.

28. Under the Resolution of the 29th July 1878 the work of the department is now carried on by four Inspectors of Circles, two Joint and three Assistant Inspectors of Divisions, and a Deputy Inspector for each district, who is assisted in general by three or four Sub-Inspectors, the number of the latter varying from one or two in some of the smallest districts, to nine in Midnapore and ten in the 24-Pergunnahs. The primary grant is administered by District Magistrates, sometimes with the advice of their district committees, and with the occasional assistance of the Circle Inspector. The modes of administration are various and undergo frequent changes, but always in the direction of abolishing or reducing fixed stipends, and extending the system of rewards after examination. More than half the district officers have furnished special reports on primary education. The main function of district committees is to look after the management of the zillah school. The education clerk in many districts is utilized as a Sub-Inspector of primary schools in and near the head-quarters station. Many Commissioners of Divisions have given valuable aid in almost every branch of educational work, and all have favoured me with their comments on the reports of the Circle Inspectors.

29. Baboo Bhoodeb Mookerjee, C.I.E., has remained in charge of two circles during the year. He has been assisted in the Behar circle by Baboo Radhika Prasanna Mookerjee, Assistant Inspector of Bhagulpore, and in the Western circle by Baboo Brahma Mohan Mullick, Assistant Inspector in the Burdwan Division, and Baboo Radha Nath Roy, Joint-Inspector of Orissa. In the Presidency circle Mr. Rowe has officiated throughout the year for Mr. Garrett, now returned from leave. The Division of Chota Nagpore, which forms part of the Presidency circle, was under the charge of Baboo Bireswar Chakravarti, Assistant Inspector. The Eastern circle was under the supervision of Mr. Stack until November last, when he took charge of the Rajshahye circle from Mr. Bellett, proceeding on furlough. Mr. Stack was succeeded temporarily by Mr. Mowat, who was transferred in January 1880 to the Patna College. He was replaced at Dacca by Dr. C. A. Martin, formerly Inspector of Schools in Assam, who at that time returned from furlough. The status of Baboo Dinonath Sen, Assistant Inspector in the Chittagong Division, was raised towards the close of the year to that of a Joint-Inspector, on the ground of the comparative inaccessibility of that Division, which made it difficult for the Inspector to bestow due attention on it.

30. The appointment of Assistant Inspectors in four Divisions, besides Orissa, has continued to be attended with the best results. The burden of the reports upon secondary education for the past few years has been the neglect and consequent depression of middle schools, arising from the claims made by primary education on the time of inspecting officers. The Circle Inspector's field of operations was far too large to allow him to give to any but a small proportion of the secondary schools in his circle the personal and close supervision that they needed; and the appointment of Assistant Inspectors practically doubled his eyes and his hands. Reports for the past year have been received from each of the five Joint and Assistant Inspectors, and they generally contain so careful an estimate of the position and requirements of education in the Divisions under their charge, and so satisfactory an account of work done and improvements effected, as to offer conclusive proof

that the addition of these officers to a staff whose strength was based on the requirements of twenty years back was a most beneficial change, the value of which is in no way measured by the additional cost entailed. I am well satisfied with the work done by these officers.

31. The prospects of secondary education have been still further improved by the declaration made in the Resolution of Government upon the last Educational Report, that "the proper duties of Deputy Inspectors are (1) the immediate personal inspection of secondary schools, and (2) the general supervision of primary education through the agency of Sub-Inspectors." The first place in the Deputy Inspector's duties being thus given to secondary education, and his relations with primary schools being confined to general supervision of the work of his subordinates, the Deputy Inspector's responsibility for the condition of the middle schools in his district is capable of being much more clearly enforced. The immediate result is seen in the increased number of visits paid by these officers to secondary schools, even though the orders were issued only a few months before the close of the year. Their full effect will be developed more gradually.

32. The Resolution above quoted has made it possible to carry out orders that were issued from this office at the beginning of the year, in the hope of some such change as that which has now been made. As a guarantee of frequent and thorough inspection of secondary schools, Deputy and Assistant Inspectors were required to submit to Inspectors quarterly returns of the schools visited by them. The return is intended to supply each Inspector in a convenient form with concise details of the state of the schools in each district, and of the work done by the officers subordinate to him. Up to that time the only information of this kind that the Inspector received reached him in a fragmentary and irregular way in the diaries attached to travelling bills. It is, however, quite clear that periodical returns of schools inspected, in a tabular and easily accessible form, can alone enable the Inspector to deal effectively with inefficient schools. The quarterly return now prescribed shows at a glance for each school the number and attendance of pupils, the date of inspection, the sources of income, the names and qualifications of the teachers, the organization and proficiency of the classes, the house accommodation, the state of the furniture, books, and maps, and the discipline of the school. Previous orders had directed Inspectors to keep a record for each aided school of its success in the University or departmental examinations year by year; and the Inspector thus possesses the means of discovering at once the public performances of each school, the apparent causes of success or failure, and the probable means of improvement.

33. The following statement shows the average number of miles travelled, and the average number of visits paid to schools, by the Deputy Inspectors in each Division during the year:—

		Miles travelled.	Visits paid.
Presidency	Division	2,484	235
Burdwan	"	2,169	392
Rajshahye	"	2,431	283
Dacca	"	2,242	221
Chittagong	"	1,875	234
Patna	"	2,279	513
Bhagulpore	"	2,739	601
Chota Nagpore	"	1,900	245
Orissa	"	2,106	554

It will be noticed that there is a much greater difference in the number of visits paid to schools by different officers than in the distances traversed by them. The number of recorded school visits is highest in Behar and in Orissa, a result which corresponds to the fact that in those provinces the system of central examinations of primary schools is most fully developed; and it may be inferred that each school present at a gathering attended by the Deputy Inspector is reckoned as a school visited by him. Thus, when a Deputy Inspector records 817 visits paid to schools in a single year, which consists at the outside of 250 days spent away from his head-quarters, it would follow that he inspected three or four schools a day—a result which is obviously inconsistent with inspections *in situ*. For the purposes of the next report, the Inspectors will be asked to furnish a statement of the secondary schools of each class visited by Deputy Inspectors. The Joint-Inspector of

CONTROLLING AGENCIES.

Orissa, in which the average of visits paid is very high, complains that the continued employment of Deputy Inspectors in the conduct of pathsala examinations in the districts of Cuttack and Pooree prevents those officers from giving their fair share of attention to secondary schools.

34. The following statement compares the number of Sub-Inspectors in each Division with the number of organized schools aided in some way or other from the primary grant, since it is with schools of this class that Sub-Inspectors have chiefly to do.

DIVISIONS.	Sub-Inspectors	Primary grant schools.	Number of schools to each Sub-Inspector.
Presidency	28	2,154	77
Burdwan	26	6,489	249
Rajshahye	20	1,488	74
Dacca	24	2,897	121
Chittagong	4	449	112
Patna	24	5,570	232
Bhagulpore	17	4,923	290
Chota Nagpore	9	751	83
Orissa*	9	5,460	607

* Excluding the Tributary Mehals, which have four Sub-Inspectors.

In the Burdwan, Patna, and Bhagulpore Divisions, and above all in Orissa, the number of schools under each Sub-Inspector is far beyond a single officer's power of inspection. Accordingly, in these Divisions, the system of collecting and examining groups of pathsalas at fixed centres has largely superseded visits to schools *in situ*. The comparatively large number of Sub-Inspectors in the Presidency Division is due to the great advance of secondary education in these districts, from which it results that Sub-Inspectors are largely occupied in the supervision of aided secondary schools, as well as of those maintained from the primary grant. The Assistant Inspector of Chota Nagpore, whose representations are fully endorsed by the Commissioner, complains of the paucity of Sub-Inspectors in every district of that Division. It would certainly be an advantage if more Sub-Inspectors could be appointed in Chota Nagpore as elsewhere; but after making every allowance for the difficulty of travelling in Chota Nagpore, and for differences in the system of primary administration, the circumstances of the province appear to compare favourably, as regards the strength of its inspecting staff, with those of most other Divisions, especially with Orissa.

35. The limitation of the functions of district committees has resulted, as might have been expected, in their meeting less frequently than in former years, when they had to do with almost every branch of educational work. Among those about which I have received reports, the district committees of Bhagulpore, Manbhoom, Pooree, and Balasore have been especially active, having met 10 or 11 times during the year. The matters discussed at committee meetings comprise the following subjects:—The disposal of business connected with the discipline and finances of zillah schools; the appointment of visiting members; the consideration of annual reports submitted by head-masters, with an estimate of the efficiency of the teachers; questions regarding the enlargement of buildings; hostel arrangements; questions relating to primary education and the award of primary scholarships; the appointment of librarians, clerks, and other officers; and, in Behar, the question of the second language to be learnt by students. On all these matters, and especially with regard to the finances of the zillah school, the increase of its establishment, and the disposal of its surplus balance, the Inspectors and myself have received very valuable aid from district committees. Their functions, as now defined, are most usefully exercised, and relate to those subjects upon which their opinion rightly carries great authority.

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III.—UNIVERSITY EDUCATION.

36. The Government colleges numbered 11, or one less than in the previous year; the second-grade college at Rungpore having been closed at the end of the session of 1879. Seven of these are of the first grade, teaching the full course for the B.A. degree, namely the Presidency, Hooghly, Kishnaghur, Dacca, Patna, Ravenshaw, and Rajshahye colleges. The remaining four are second-grade colleges, teaching to the standard of the F.A. Examination. As in the previous year, there are six aided and three unaided colleges.

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37. The following table gives the usual returns of attendance and expenditure :—

Statement of Attendance in Colleges for General Education.

COLLEGES—GENERAL.	Monthly fee.	Number on the rolls at the end of the year.				
		1876.	1877.	1878.	1879.	1880.
Government—	Rs.					
Presidency College	12	310	309	329	349	336
Sanskrit "	5	24	34	36	35	34
Hooghly "	6	129	163	208	180	153
Dacca "	6	129	128	129	146	187
Kishnaghur "	5	64	114	105	79	75
Berhampore "	5	31	37	39	26	20
Patna "	6	93	107	109 (a)	114	149 (d)
Ravenshaw " Cuttack	4	17	36 (b)	39 (c)	36	31
Rajshahye "	3	28	30	41	59	66
Midnapore "	5	16	16	17	21	23
Chittagong "	.....	.....	8	15	13	10
Total ...	.....	838	984	1,066	1,058	1,086
Aided—						
General Assembly's College, Calcutta	5	118	219	333	296	361
Free Church " "	5	100	102	99	98	69
Cathedral Mission " "	5	80	90	86	73	63
St. Xavier's " "	5	58	82	105	94	86
Doveton " "	5	11	12	18	22	27
London Mission " Bhowanipore ...	5	44	51	60	57	67
Total ...	.....	411	556	701	640	653
Unaided—						
LaMartiniere, Calcutta	.....	.....	.....	.....	8	4
Metropolitan Institution "	.....	146	230	220	248	328
Baptist Mission College, Serampore	.....	9	5	.....	.....	9
Total ...	.....	155	235	220	256	341
GRAND TOTAL ...	.....	1,404	1,775	1,987	1,963	2,080

(a) Exclusive of fifteen out students.
(b) Ditto of two ditto.
(c) Ditto of one out-student.
(d) Ditto of one ditto.

Statement of Expenditure in Colleges for General Education.

COLLEGES—GENERAL.	Number on the rolls on the 31st March 1880.	Average monthly roll number.	Average daily attendance.	EXPENDITURE IN 1879-80.			COST PER ANNUM OF EACH STUDENT.*		
				From State funds, &c.	From fees, &c.	Total.	From State funds, &c.	From fees, &c.	Total.
Government—				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Presidency College	336	317	286	59,339	46,867	1,06,206	187	148	335
Sanskrit "	34	31	28	16,696	1,230	17,926	538½	39½	578
Hooghly "	153	166	119	25,212	11,430	36,642	152½	68½	220
Dacca "	187	140	126	24,138	11,124	35,262	172	79	251
Kishnaghur "	75	69	53	22,373	6,288	28,661	324	91	415
Berhampore "	20	22	17	16,638	1,338	17,976	756	61	817
Patna "	149	128	97	28,744	9,891	38,635	224	77	301
Ravenshaw " Cuttack	31	30	26	8,644	6,276	14,920	288	209	497
Rajshahye "	66	54	46	3,265	13,226	16,491	60	245	305
Midnapore "	23	19	15	1,494	4,408	5,902	78	232	310
Chittagong "	10	13	10	4,121	534	4,655	317	41	358
Total ...	1,086	989	823	2,10,664	1,12,012	3,23,276	213	113	326
Aided—									
General Assembly's College, Calcutta	361	295	238	4,200	26,849†	31,049	14	91	105
Free Church " "	69	79	71	5,520	16,920	22,440	70	214	284
Cathedral Mission " "	63	58	51	5,398	17,592	22,990	93	303	396
St. Xavier's " "	86	69	63	3,600	25,380	28,980	52	368	420
Doveton " "	27	23	18	3,000	5,040	8,040	130	219	349
London Mission " Bhowanipore.	47	53	41	2,400	11,120	13,520	45	210	255
Total ...	653	577	482	24,118	1,02,901	1,27,019	42	178	220
GRAND TOTAL ...	1,739	1,566	1,305	2,34,782	2,15,513	4,50,295	149½	137½	287½

* Found by dividing the expenditure by the average monthly roll-number.
† Exclusive of Rs. 8,137 transferred to the Building Fund.

From the first of the foregoing tables it appears that there is an increase of 117 in the total number of college students. The increase tends to confirm the conclusion drawn last year that the demand for collegiate education is still rising. That this is the case will appear more clearly from a consideration of the following paragraph.

38. The general movement of college students was as follows. Of 768 candidates in Bengal who passed the Entrance Examination of December 1879,

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711 joined the first-year classes of colleges for general instruction in January 1880, besides 18 who joined the Civil Engineering College, making a total of over 96 per cent who continued their studies in the University. The corresponding admissions in the previous year were only 671 out of 755 passed candidates. The 639 first-year students of Arts colleges in 1879 formed the second-year classes of 1880, and their number was increased to 850 by the readmission of unsuccessful candidates at the F.A. Examination of 1879. The second-year classes of March 1879 numbered 904; and of this number 893, besides ex-students and teachers, presented themselves at the F.A. Examination of the following December. Of the 261 who succeeded in passing, 232 now form the third-year classes of colleges in Arts, in addition to 50 (including some passed students of previous years) who have been admitted to the Medical College. The 177 third-year students of 1879, together with 58 unsuccessful fourth-year students, formed the fourth-year classes of 1880, which now number 235. Finally, 242 candidates (in addition to a few ex-students and teachers) presented themselves at the B.A. Examination of January 1880: 90 passed, and of these 52 are now reading for the M.A. Examination, against 31 in the preceding year. It follows therefore that, as was pointed out last year, 90 per cent at least of the successful candidates at the Entrance Examination become members of colleges; that practically all who pass the F.A. Examination continue to read for their degree; and that about half of those who win that degree attempt the standard for Honours.

Again, of 893 candidates at the F.A. Examination of December 1879, 261 passed; of the 632 unsuccessful candidates, 211 were readmitted and 421 discontinued their studies. Of 242 candidates at the B.A. Examination, 90 passed; of the 152 who failed, 58 were readmitted to colleges, while 94 ceased to prosecute their studies for the degree. Taking the figures for two years, about 46 per cent of the candidates at the first, and 41 per cent of those at the second examination become the 'failed F.A.' and 'failed B.A.' students, who form so large a proportion of the candidates for employment.

39. In all Government colleges there is an increase of 28 students. The total numbers in the Presidency College show a slight decrease, as do also those in the Kishnaghur, Berhampore, and Ravenshaw colleges, and in all the private colleges, except the General Assembly's, the Metropolitan, and the Doveton. There is a very large increase at Dacca and Patna, and a large decrease at Hooghly. All colleges, however, with one or two unimportant exceptions, have large first-year classes, owing to the exceptionally large number of students seeking a collegiate education after the Entrance Examination of 1879. In the majority of colleges the second-year classes are smaller than the same classes in 1879, the chief reason being that the successful candidates at the Entrance Examination in 1878 were fewer than those in 1877. The Dacca and Patna colleges, however, together with the General Assembly's and the Metropolitan Institution, show a small increase in their second-year classes, while in one or two of the small colleges the numbers remain about the same as in the previous year. At the same time, as the year goes on, the second-year classes of the Presidency College and some others will no doubt be increased by the readmission of many of those who failed at the F.A. Examination in December 1879, and will seek to join one or other of the colleges after the summer vacation. The third-year classes, like the first-year classes, show a large increase in the aggregate, owing to the larger number of successful candidates at the F.A. Examination of 1880 as compared with that of the candidates in 1879. This increase is chiefly found in the General Assembly's College and the Metropolitan Institution. The fourth-year classes this year aggregate 235 students, against 213 in the previous year; the increase being mainly in the Metropolitan Institution, which has opened a fourth-year class for the first time this year, beginning with 20 students. The Presidency College shows a large increase in its fourth-year class, due to the readmission of candidates who failed at the degree examination in January last. The Honour classes, in all the colleges to which they are attached, remain of much the same sizes as in the previous year, with the exception of the General Assembly's College, which has opened a new class with 21 students.

Though the total number of students at the close of the year was larger, yet the average monthly roll-number (on which the cost of each student is now

calculated) was less, than for the previous year; owing to the fact that the students in the calendar year 1878 were more numerous than in 1879.

40. Comparing the table of expenditure with that of the previous year, the total cost of each student in Government colleges, as determined by the average monthly roll-number, has increased from Rs. 316 to Rs. 326, the State share rising to Rs. 213 from Rs. 206, and the contribution from private funds to Rs. 113 from Rs. 110. The difference is due partly to a slight increase in the Government expenditure, and partly to a decrease in the monthly roll-number. There has been a similar and somewhat higher increase in the case of aided colleges. With the exception of those at Hooghly, Dacca, Patna, and Midnapore, all the Government colleges show an increase in the cost to Government of each pupil. All show an increase in the cost of each pupil from local sources, except the Presidency, Sanskrit, Hooghly, Kishnaghur, and Chittagong colleges; the first three showing a very trifling, and Chittagong a considerable, decrease, consequent upon the exhaustion of the Golak Chandra donation fund. In the total cost of each pupil all show an increase, except Dacca, Patna, and Hooghly, the decrease being due, in the last case, to reduced expenditure, and in the two former to the higher average of attendance. The increase is in no case serious except in that of Berhampore, where the cost per pupil has risen from Rs. 684 to Rs. 817, the increase in the cost to the State being from Rs. 605 to Rs. 756. The smaller number of pupils at the Ravenshaw and Chittagong colleges explain the increase there.

41. The total expenditure upon collegiate education has increased from Rs. 4,40,757 in 1878-79 to Rs. 4,50,295 in 1879-80. The total increase of Rs. 9,538 has been caused by an increase of Rs. 7,661 in the expenditure from private funds, and of Rs. 1,877 in the expenditure from State funds. The former sum is exclusive of large expenditure on additional buildings in the General Assembly's College. The increased cost to Government is fully explained by the additional grant of Rs. 1,000 to the Chittagong College, transferred from the net grant made to the school; and by the increase in the cost of the Rajshahye College to nearly its sanctioned scale. The fluctuations in the expenditure on particular colleges is caused by the transfer of officers in different classes from one college to another. In the Presidency College there is an increase of Rs. 3,500, due to the maintenance of a stronger staff of professors than in the previous year. In the Sanskrit College the expenditure has increased by Rs. 2,000, due to increments in the salaries of the professorial staff. In the Hooghly College the expenditure from State funds has fallen from Rs. 29,901 to Rs. 25,212, the number of officers of the superior classes having been reduced from four to three. In the case of the Rajshahye College we have for the first time a complete year's expenditure, showing a cost to the State of Rs. 3,265 instead of Rs. 1,840 in last year's table, and to local funds of Rs. 13,226 against Rs. 9,815. In aided colleges the Government grant remains constant; the private contributions show, as already noticed, a large increase in the case of the General Assembly's College, amounting (if the sum transferred to the Building Fund be included) to more than Rs. 10,000, and a smaller increase in the cases of St. Xavier's and the Doveton College, of Rs. 3,180 and Rs. 460 respectively.

42. University Examinations.—The year under report shows some slight improvement in the number of successful candidates at the various examinations of the University. As has been pointed out in previous reports, the results of the higher examinations in any year are dependent in great measure on the results of the lower examinations in previous years. Thus in the year 1876 an exceptionally large percentage of candidates passed the Entrance and F.A. Examinations. In the year 1877-78 an exceptionally large percentage were rejected at the F.A. and B.A. Examinations, and therefore swelled the class of failed candidates competing at the corresponding examinations of the following year. Accordingly in the F.A. and B.A. Examinations held in December 1878 and January 1879 we find a high percentage of unsuccessful candidates. Turning to this year's figures, we find an improved percentage of successful candidates at both the F.A. and B A. Examinations; and in looking back for the earlier performances of the candidates at these examinations, we find that at the Entrance and F.A. Examinations of 1877 the percentage of successful candidates was about the average, and therefore that the students going up in

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1879-80 formed a more select body; while a further cause of improvement is to be found in the better preparation (as will be explained directly) which the unsuccessful candidates of 1878-79 were made to undergo. Comparing the actual figures of the last F.A. Examination with those of the previous year, we find that, in the earlier examination, of 759 candidates from Bengal, 208 passed, or 27½ per cent, 30 per cent passing of candidates who appeared for the first time, and only 17 per cent of the unsuccessful candidates of previous years; while this year of 864 candidates 261 passed, or 29 per cent nearly, 32 per cent passing of candidates who appeared for the first time, and nearly 27 per cent of the unsuccessful candidates of previous years. Comparing the figures of the last B.A. Examination with those of the previous year, we find that, in the earlier examination, of 262 candidates, 71 or 27 per cent were successful, 28 per cent passing of candidates who appeared for the first time, and only 21 per cent of the unsuccessful candidates of previous years; while this year of 248 candidates, 90 passed, or 36⅓ per cent, 37½ passing of candidates who appeared for the first time, and 81¼ of the unsuccessful candidates of previous years. The most noticeable point that comes out in these comparisons is the very great improvement in the percentage of successful candidates amongst those who had been rejected in previous years. This class of candidates amounted on the last occasion to 355 out of the total of 864 at the F.A. Examination, and to 48 out of the total of 248 at the B.A. Examination. The improvement is to be attributed in great measure to the salutary regulation of the University, which came into force this year, by which all unsuccessful candidates are required to attend the full course in an affiliated college for six months at least before again presenting themselves for examination.

43. First Examination in Arts.—The following table gives the particulars of this examination. The number of regular college students in March 1879 was 904, and of these 838 appeared at the examination of the following December:—

First Arts Examination, December 1879.

Colleges	Candidates examined.	Numbers passed in the First division.	Second division.	Third division.	Total.
Government—					
Presidency College	110	9	22	16	47
Sanskrit "	13	1	3	1	5
Hooghly "	69	...	12	8	20
Dacca "	75	1	7	10	18
Kishnaghur "	36	1	5	3	9
Berhampore "	17	...	1	1	2
Patna "	65	...	5	15	20
Ravenshaw "	8	1	2	1	4
Rajshahye "	26	1	4	1	6
Midnapore "	13	...	1	7	8
Chittagong "	7	...	...	2	2
Rungpore "	1	...	...	...	...
Total ...	440	14	62	65	141
Aided—					
General Assembly's College ...	147	6	14	20	40
Free Church " ...	37	...	2	6	8
Cathedral Mission " ...	33	...	1	10	11
St Xavier's " ...	28	...	4	2	6
Doveton " ...	12	1	2	6	9
London Mission " Bhowanipore	30	...	6	1	7
Total ...	287	7	29	45	81
Unaided—					
La Martiniere College, Calcutta ...	2	...	...	1	1
Metropolitan Institution, " ...	107	3	6	21	30
Baptist Mission College, Serampore	2	...	...	.	...
Total ...	111	3	6	22	31
Ex-students and Teachers ...	26	2	2	4	8
Grand Total ...	864	26	99	136	261

44. An inspection of this table shows that Government colleges passed 32½ per cent of their candidates against 35 the previous year; aided colleges 28½

against 26 per cent the previous year; and private institutions 28 against 20 per cent in the previous year. Again, of the candidates from Government colleges, one in 30 was placed in the first division, of those from aided colleges one in 40, and of those from private colleges one in 37. The Presidency College maintains its high position, passing nearly 43 per cent of its candidates. Of the other large Government colleges, Patna comes next with nearly 31 per cent, and Hooghly next with 29 per cent. Dacca passed 24, Kishnaghur 25, Berhampore 13, and Rajshahye 23 per cent respectively. The Sanskrit College passed five, the same number as in the previous year. The Rajshahye and Midnapore Colleges continue to advance, passing six and eight respectively against three each in the previous year. One of the successful candidates from Rajshahye stood fifth in the whole list. Chittagong passed two, against three the year before; it is not expected that this isolated college will for some time to come have large classes. The Ravenshaw College was not quite so successful as in the year before, though four out of eight was a fair result. Rungpore passed no candidates this year, and the college classes were closed at the end of the session.

45. The following table shows the religion of the candidates. The proportion of Mahomedan candidates has again fallen off slightly, though the actual numbers are 39 against 36 in the previous year. Of these thirteen passed against nine, though this year there were none in the first division. Of Christians twelve passed out of 29, against four out of sixteen in the previous year.

First Examination in Arts, December 1879.

	Candidates.	Number passed in the— First division.	Second division.	Third division.	Total.
Hindus	810	25	85	120	230
Mahomedans	39	...	5	8	13
Christians	29	1	6	5	12
Others	31	...	3	3	6
Total ...	909*	26	99	136	261

* Including 45 who were absent from the examination.

46. Upon the results of the First Arts Examination 49 scholarships were awarded. The following table shows the Colleges from which the successful candidates came:—

Senior Scholarships, January 1880.

Colleges.	First grade, Rs 25 a month.	Second grade, Rs. 20 a month.	Total
Government—			
Presidency College	5	5	10
Sanskrit "	1	...	1
Hooghly "	...	6	6
Dacca "	...	6	6
Kishnaghur "	...	1	1
Berhampore "	...	1	1
Patna "	...	6	6
Cuttack "	...	2	2
Rajshahye "	1	2	3
Midnapore "	...	1	1
Total ...	7	30	37
Aided—			
General Assembly's College	1	3	4
St. Xavier's "	...	2	2
Doveton "	...	1	1
London Missionary " Bhowanipore	...	2	2
Total ...	1	8	9
Unaided—			
Metropolitan Institution	2	1	3
Grand Total ...	10	39	49

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47. The ten scholarships of the first grade are open to general competition. Five were gained by the Presidency College; one by the Sanskrit College one by the Rajshahye College; and one by the Aided General Assembly's College; while two were carried off by students from the Unaided Metropolitan Institution. The second-grade scholarships are allotted beforehand in definite numbers to certain districts and divisions, that is, practically to certain colleges. There is therefore no competition between one college and another, except as regards those situated in Calcutta. Of these last, the Presidency College gained five scholarships, the aided colleges six (the General Assembly's three, St. Xavier's two, and the Doveton one), and the unaided Metropolitan Institution one.

48. The following table shows in which colleges the 39 senior scholars elected to hold their scholarships:—

Colleges.	Numbers in the first grade.	Numbers in the second grade.	Total.
Government—			
Presidency College	7	7	14
Hooghly "	...	6	6
Kishnaghur "	...	2	2
Dacca "	...	6	6
Patna "	...	6	6
Cuttack "	...	2	2
Rajshahye "	...	1	1
Total ...	7	30	37
Aided—			
General Assembly's College	1	4	5
Doveton "	...	1	1
St. Xavier's "	...	2	2
Total ...	1	7	8
Unaided—			
Metropolitan Institution	2	2	4
Grand Total ...	10	39	49

49. The reaction in favour of the Literature course for the B.A. degree, which was noticed in the last report, continues. This year 19 out of the 49 scholars chose the A course, against 14 and 13 in the two preceding years, and this in spite of the fact that the B.A. Examination of 1879 had reversed the judgment of former years as to the greater difficulty of the B, or science course.

50. B.A. Examination.—The following table shows the results of the examination in January 1880.

B.A. Examination, January 1880.

Colleges.	Candidates examined.	Number passed in the— First division.	Second division.	Third division.	Total.
Government—					
Presidency College	66	3	10	13	26
Hooghly "	29	1	5	6	12
Kishnaghur "	5	...	...	1	1
Dacca "	17	...	4	7	11
Patna "	12	1	2	5	8
Cuttack "	2	...	.	1	1
Rajshahye "	5	...	2	..	2
Total ...	136	5	23	33	61
Aided—					
General Assembly's College	47	...	4	14	18
Free Church "	17	...	...	3	3
Cathedral Mission "	19	...	2	3	5
St. Xavier's "	9	...	2	...	2
Total ...	92	...	8	20	28
Ex-students and teachers	20	...	...	1	1
Grand Total ...	248	5	31	54	90

51. As in the previous examination the Government colleges met with the greatest share of success, passing nearly 45 per cent of their candidates against 37 in the previous year; while aided colleges passed over 30 per cent against 16, and of private students 5 per cent passed against 18 in the previous year. The success of the Presidency College was not quite so great as in the year before, when 31 passed out of 61, six in the first division. Hooghly, Dacca, and Patna all did better this year, the last two passing each two-thirds of their candidates, and one from Patna headed the whole list. For the first time the new colleges at Rajshahye and Cuttack passed candidates, the former two, and the latter one. Of the Presidency College students who failed, the greater number failed in English and mathematics, and to a slightly smaller extent in physical science. Of the 17 unsuccessful candidates from Hooghly, nine failed in mathematics and nine in physical geography. I referred last year to the danger that resulted from allowing a mofussil college to teach both courses for the B.A. degree with a staff of professors intended for only one. This has again been exemplified in the case of the Kishnaghur College. Of three candidates in the A course only one passed; the two candidates for the B course both failed. In the other colleges there is nothing noticeable. Out of 262 candidates from Bengal, including 14 absentees, 108 chose the A course and 154 the B course, against 109 and 165 in the previous year. Of those who chose the Literature course only 27 per cent passed, while 40 per cent of the others passed, against 24 and 29 in the previous year.

52. The religion of the candidates is shown in the following table. This year three out of nine Mahomedan candidates passed. The Eshan University scholarship of Rs. 45 a month is given to that Hindu candidate, being a native of Bengal, who stands first on the list of B.A. candidates; it was awarded to Digambar Chatterjea of the Patna College.

B.A. Examination, 1880.

	Number of candidates	Number passed in the First division.	Second division.	Third division	Total
Hindus	219	5	26	43	74
Mahomedans	9	...	...	3	3
Christians	6	...	1	1	2
Others	28		4	7	11
Total ...	262	5	31	54	90

53. M.A. Degree Examination.—The number of candidates for Honours was 31, of whom 20 were successful—three being placed in the first class, 11 in the second, and six in the third; and for the ordinary degree 17 were candidates and nine passed. Of the three candidates for Honours who were placed in the first class, one passed in English and two in physical science, all being students of the Presidency College. Of 31 candidates from the Presidency College 21 were successful, seven in English, six in physical science, five in mathematics, two in history, and one in philosophy. Of these, 17 obtained Honours and four the ordinary degree. There were two candidates from the Sanskrit College, one of whom passed for the degree. From Dacca College one candidate passed in English with third-class Honours, and one for the degree in history. Besides those from the Presidency College, two others passed in physical science; one from Hooghly with third-class Honours, and one from the Cathedral Mission College for the degree. A second candidate from Hooghly also passed the degree examination in English. One passed the ordinary degree examination in mathematics from Kishnaghur College, and one the Honour Examination in history from the Free Church Institution.

54. College Reports.—The following accounts show the progress of higher education in the colleges affiliated to the University in Arts. The statistics of the Presidency College are here given, as in previous years, in fuller detail than those of other colleges.

55. *Presidency College.*—The changes in the staff of this college for the year under report were the following:—In May Baboo Nilmani Mukerjea, Assistant Professor of Sanskrit, returned to duty from sick leave. In June Mr. J. A. Martin arrived from England and joined the college as Professor of Mathematics, but

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was transferred in September to Kishnaghur. In August Dr. McCann joined the college as Professor of Mathematics. In the same month Mr. Tawney was deputed to officiate as Director of Public Instruction for three months, Mr. J. Eliot acting as Principal in his absence. At the same time Mr. F. J. Rowe, officiating Inspector of Schools, took charge of the English work of the fourth-year class during Mr. Tawney's absence. In January 1880 Mr. R. Parry left for England on furlough for 15 months, and Mr. A. M. Nash for six months. Mr. H. M. Percival, M.A., was at the same time appointed an Assistant Lecturer to do duty in the college during the absence of Professors Parry and Nash.

56. The subjoined table gives the numerical strength of the college on the 31st of March during the last four years:—

General Department.	1877.		1878.		1879.		1880.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
Honour class	15	.....	11	.....	16	.....	15	.....
Fourth-year class	36	9	65	9	70	1	80	5
Third " "	64	10	45	10	66	4	49	8
Second " "	93	27	123	30	120	10	111	37
First " "	101	.....	85	.....	77	.....	81	.....
Total ...	309	46	329	49	349	15	336	50

From the above table it appears that there is a decrease of 13 in the number of regular students and an increase of 35 in the number of out-students, that is, students of other institutions who attend the college lectures in chemistry and physical science on the terms laid down by Government.

57. The large attendance in the fourth-year class is owing chiefly to the readmission, at the beginning of the session, of several students who were unsuccessful at the last B.A. Examination. The decrease in the number of admissions into the third-year class is due to the small number of candidates who succeeded in passing the First Examination in Arts. The numerical weakness of the second-year class this year is accounted for because the first-year class of the previous year was not large, and also because many of the unsuccessful students at the last First Arts Examination, who will probably rejoin the college, have not yet taken their admission. The Principal points out that the first-year class ought to be divided into two sections, as was done in the case of the second-year class in the previous year; but he is unwilling to increase further the work of his small staff by such a step.

58. Of the 111 regular students composing the second-year class, 91 have elected to take up chemistry, and 20 psychology, at the next First Examination in Arts. There are 26 scholarship-holders in the chemistry, and none in the psychology section of the class, in spite of the fact that this section is taught by Mr. Gough.

Of the 49 regular students forming the third-year class, 18 have taken up the science course and 31 the literature course—a surprising reversal of the proportions of previous years. There are nine scholars in each of the sections. Of the optional subjects, viz. history, philosophy, and mathematics, which candidates in the A course take up at the B.A. Examination, I find that 27 have elected to take up history and philosophy, two philosophy and mathematics, and two history and mathematics.

Of the 80 regular students that form the fourth-year class, 51, including 14 senior scholars, have elected the B course, while 29 have taken up the A course. Of these 29, eight are scholarship-holders. Of the optional subjects in the A course, three students have elected history and mathematics, one philosophy and mathematics, and 25 history and philosophy. The optional mathematical subjects have always been viewed with disfavour.

59. Classifying the students according to the social position of their parents and guardians, we find 27 belonging to the upper class of society and 309 to the middle. According to religion we find 323 Hindus, 11 Mahomedans, and 2 Christians.

60. The first-year class was examined in December last in the subjects read during the year. The result was satisfactory. Two of the students were

caught copying, and were expelled from the college. One of them was a scholar, and his scholarship was taken away from him.

From the second-year class 110 students were sent up to the First Examination in Arts, of whom 47 only were successful. Of these 9 passed in the first division, 22 in the second, and 16 in the third. Of the 63 students who failed, 52 failed in English, 45 in the second language, 44 in history, 47 in mathematics, and 52 in logic. The high rate of failures in the subjects of history, logic, and the second language was unprecedented, but at the same time was in accordance with the results of the whole University Examination. The number failing in chemistry and psychology, alternative subjects in the examination, was 23 and 12 respectively.

Upon the result of this examination five scholarships of the first grade and five of the second were gained by students of this college.

61. From the fourth-year class 66 students went up to the B.A. Examination, 23 taking up the A and 43 the B course. Of the 23 A course candidates only five passed—one in the second and four in the third division. Of the 18 rejected candidates, 12 failed in English and 16 in mathematics. The number of failures in other subjects was small.

Of the 43 B course candidates who appeared at the examination, three passed in the first division, nine in the second, and nine in the third. Of the 22 unsuccessful candidates, 13 failed in English, 13 in mathematics, 9 in chemistry, 7 in physical geography, and 12 in physical science.

62. The Haris Chandra Prize was awarded to Ramnath Chatterjea, who was first at the B.A. Examination from this college, and is now reading for Honours. Digambar Chatterjea of the Patna College was first at the B.A. Examination, and obtained the Eshan and Vizianagram scholarships; he has also joined the Presidency College.

63. The Honour classes form perhaps the chief attraction of the Presidency College, and are attended every year in increasing numbers. Whether they desire to enter the public service or any other profession, it is well understood by students that a good degree in Honours is an enormous help to them. While the degree itself is a passport, no less is the training a discipline. The Presidency College classes have this year had an unexampled success. Twenty-three candidates went up for Honours in Arts, of whom 17 were successful. Their names, the classes they obtained, and the subjects they took up, are given below:—

Name.	Class.	Subjects.
Herambachandra Maitra	First	English.
Braja Bullubh Dutt	"	Physical Science.
Gobindachandra Das	"	"
Bhupendranath Bose	Second	English.
Panjaka Kumar Chatterjea	"	"
Sasadhar Ray	"	"
Ramottam Ghosh	"	"
Krishnadhon Mookerjea	"	Mathematics.
Kisori Mohan Sengupta	"	"
Charuchandra Sarkar	"	Physical Science.
Rajendranath Chatterjea	"	"
M. M. Basil	"	"
Atul Krishna Roy	"	"
Tarakisor Chaudhuri	"	Philosophy.
Kritantakumar Bose	Third	English.
Amulyacharan Mitra	"	Mathematics.
Tarapada Chatterjea	"	History.

Eight candidates also went up for the ordinary degree, of whom four were successful: one in English, two in mathematics, and one in history.

64. The new Honour class contained, on the 31st March, 15 graduates, two of whom are studying English, seven mathematics, two philosophy, and four physical science.

65. *Sanskrit College.*—This is an Anglo-Sanskrit institution, though it is open also to such as may wish to pursue the study of Sanskrit exclusively. The college has two departments. In the school department the studies are carried to the Entrance standard in English, and in Sanskrit to a standard considerably higher than that of the B.A. Examination. In the college department, English subjects are taught by native professors up to the F.A. standard, and Sanskrit to a standard which is somewhat wider than that for the M.A. Examination in Sanskrit.

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In the college department the number of students on the rolls on the 31st March was 34, against 35 and 36 of the two preceding years. As has been pointed out in previous reports, no great advance in numbers can be ordinarily expected, seeing that the difficulty of the special Sanskrit course prevents the college from being recruited from ordinary Entrance schools teaching only up to the University requirements; while many students who pass the Entrance Examination from the Sanskrit collegiate school enter other colleges. Of the 34 students 7 are in the first year, 12 in the second, 5 in the third, 6 in the fourth, and 4 in the Honour class. By race and creed the pupils were all Hindus, two belonging to the upper and 32 to the middle classes of society.

Thirteen candidates appeared at the First Arts Examination, and five passed, one of whom stood fourth on the general list. Seven candidates failed in English and one in Sanskrit.

The college does not send up candidates for the B.A. Examination. Such of the students of the fourth-year class as appear at the B.A. Examination are sent up by the Presidency College, in which they learn their English subjects. Of the two students who went up for the last B.A. Examination, Rama Prasanna Mookerjea stood first in Sanskrit, in consequence of which the Radhakanta Medal was awarded to him; the other failed. Two candidates appeared at the examination for the degree of M.A. in Sanskrit, one of whom passed. Babu Nilkantha Mozumdar, M.A., second master of the collegiate school, who attended some of the lectures in the Honour class, obtained the Premchand Raychand studentship.

The examinations of the first-year and third-year classes were held in December last and conducted by the officers of the college. The results of the examinations were satisfactory.

66. *Hooghly College.*—No change took place in the staff during the year. There is a slight improvement in the numbers of the first-year class, but the second-year class is much smaller, in consequence of the first-year class of 1879 being smaller than that of 1878. The third-year class contains a fair proportion of those who passed the F.A. Examination. A larger number passed the year before.

The first-year class was examined by the college staff as usual in May and November, and the third-year class in November; the results of these examinations were fairly satisfactory.

All the students of the second-year class who wished to appear at the F.A. Examination were allowed to do so Their number was 69, of whom 20 passed—12 in the second division and eight in the third. The result was nearly in accordance with the college test-examination held in October. Of the 69 candidates, 30 were old students who had been candidates the year before (either from this or other colleges), and of these only four passed; the remaining 39 were new candidates, and 16 of them passed. Ten out of 11 scholarship-holders passed. The number of failures varied from 21 in chemistry and 32 in mathematics to 44 in history.

Twenty-nine students of the fourth-year class went up for the B.A. Examination. Of these 19 were old students of the class and 10 new. Seven out of the ten new ones passed—one in the first division, four in the second, and two in the third. Altogether 12 passed—one in the first division, five in the second, and six in the third. This is the best numerical result the college has ever attained in the B.A. Examination. Nine failed in mathematics, nine in physical geography, six in chemistry, five in English, four in botany, and one in physics. The result on the whole agrees with the college test-examination held in November.

Two Laha graduate scholarships were awarded on the result of the B.A. Examination: one of Rs. 40 a month to Kanti Bhushan Banerjea, and the other of Rs. 25 a month to Trailokya Nath Som, both of this college. The Thwaytes gold medal was awarded to Kunja Behari Roy.

Two candidates went up for Honours in botany. One passed in the third division. Two other students from this college, who studied privately, appeared at the same examination and failed. One M.A. candidate went up and passed in English literature.

The pipe leading from the Botanical Garden pump to the river was broken by the floods during the rains as usual, and there was the usual delay in getting

it mended; but Dr. Gregg, taking advantage of the experience of previous years, endeavoured to preserve the water-plants in earthen pans filled with water, and so saved many of them from dying.

There were 81 boarders on the rolls of the Hindu Hostel, against 70 last year. This institution continues to increase in popularity and usefulness. The cost to Government was Rs. 849. There were 90 boarders in the Mahomedan Hostel, up to the full extent of the accommodation. Hostel charges for 17 boarders, the salaries of the Superintendent and of a certain number of servants, together with a small sum for contingencies, were paid from an allotment of Rs. 1,840 from the Mohsin Fund, of which Rs. 80 remained unexpended. The cost to Government, consisting of ground rent and the municipal tax, amounted to Rs. 136.

There were 66 pupils on the rolls of the Gymnastic classes on the 31st of March 1880; the average monthly number being 42, and the average daily attendance 30. The classes were somewhat more popular than in the previous year.

67. *Dacca College.*—In October 1879 Babu Somnath Mookerji, Professor of Sanskrit, died, and was succeeded by Babu Romanath Ghosh. In the following month Mr. Mowat, Professor of Mathematics, was transferred, and was succeeded at the beginning of the following session by Mr. Macdonell. The number of students has increased from 146 to 187. It is clear that students from Eastern Bengal emigrate to Calcutta in smaller numbers than in former years. Thus the Principal reports that nine students have joined the several classes from Calcutta colleges, while only one student has left during the year for Calcutta.

To the F.A. Examination in December 75 students were sent up, of whom 18 passed: one being in the first and seven in the second division. Of those who were unsuccessful, 56 failed in English, 42 in logic, and 43 in history; in mathematics the results were much better.

In the B.A. Examination, of 17 sent up 11 passed, four of them in the second division,—a very satisfactory result. Of the six who failed, five failed in English, two in mathematics, and one in other subjects. Of two Honour students one passed, being the first who has ever taken Honours in English from the Dacca College. One passed the M.A. Examination in history.

The Dacca College continues to maintain its pre-eminence in athletics and cricket. In the annual match against the station the college won. The College Society noticed in last year's report continues to be popular and useful.

The Principal reports, as being in his opinion one of the most important events of the year, the opening of a new hostel at Dacca for students reading in the College, with an endowment of Rs. 600 a year given by Baboo Pratap Chandra Das.

68. *Kishnaghur College.*—During the year the staff was strengthened by the addition, as mathematical Professor, of Mr. J. A. Martin, B.A., who arrived on the 11th of September 1879. Mr. Martin has taken the mathematics of the fourth and second-year, and the physical science lectures of the third and fourth-year classes. Until Mr. Martin's appointment Baboo Nilkanta Sarkar, M.A., was the only lecturer in mathematics. Though the results of the B A. Examination in that subject were very bad, four candidates failing out of five, yet it is greatly to his credit that the successful M.A. candidate was principally, if not wholly, taught by him. On the 29th of April 1879 Baboo Nilkanta returned from privilege leave, and Baboo Asutosh Gupta, M.A., ~~since transferred as mathematical lecturer to the Rajshahye College,~~ ceased to officiate for him.

The number of students decreased from 79 to 75. Of 87 sent up to the F.A. Examination, one was unable to appear; of the nine who passed, one was placed in the first division, five in the second, and three in the third. The failures were distributed nearly equally over all subjects. The best candidates were those who had failed at the previous examination. Of five examined for the B.A. degree, only one passed in the third division. This poor result can only be ascribed to the loss of efficiency caused by teaching two courses. One candidate out of three passed in the A course; in the B course both the candidates failed in English, in mathematics, and in physics. One student passed the M.A. degree examination in mathematics.

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The Endowment fund, collected by subscriptions between March 1875 and July 1877, amounts to Rs. 41,893-8-0. Of this, Rs. 41,435-3-3 was invested in the purchase of Rs. 40,000 Government securities, and the first year's interest, amounting to Rs. 1,800, having been received from the Accountant-General, was paid into the local treasury and credited to the college account. The balance of the principal, Rs. 458-4-9, was deposited in the District Savings Bank in the hands of the Collector of Nuddea in August 1878, for the purpose of paying part of the cost of chemical apparatus. An additional sum of Rs. 497-13-9, being the balance of the old college building fund, was also received from the Accountant-General to be added to the Endowment fund. It was paid into the treasury on the 12th January 1880, and has been credited to the college in the calculation of receipts and expenditure for the year.

The new chemistry and physical science lecture-rooms were commenced in May 1879, and after much delay were finished in February 1880. Though the accommodation is somewhat limited, the apparatus and appliances are very fairly complete, and the isolation from the main building is felt to be a great advantage. The gymnasium was not so well attended as in the previous year. The Hindu Hostel has eighteen inmates, and continues to be appreciated.

69. *Berhampore College.*—There was no change in the staff during the year, though the Principal was away for three and a half months on medical leave.

There are 20 students, against 26 in the previous year. (Since the close of the year under report His Honor the Lieutenant-Governor, in deference to the wishes of the people of the district, has appointed Mr. W. B. Livingstone, of the Dacca College, to the Principalship.) Of seventeen candidates at the F.A. Examination only two passed, fifteen failing in English, ten in history, ten in logic, nine in the second language, and eight in mathematics. The gymnastic class continues to be fairly attended. The hostel had an average monthly roll of nine, eight being students of the college or school.

70. *Patna College.*—Many changes took place in the staff in the course of the year. Dr. Watt having been compelled by ill-health to apply for furlough, left for Europe about the middle of July. Babu Abhay Charan Mitra, who was in consequence deputed from Ranchi to take his classes for chemistry, joined the college about the middle of the following month. He continued to officiate till February, when his services were no longer required, as Mr. Ewbank's offer to take up chemistry and physical science was gladly accepted. Mr. Ewbank was posted to the college on his return from furlough, and took charge of his office on the 31st of October. Mr. A. Macdonell was also posted to the college, but his connection with it extended over only two months, from the 11th of September to the 12th of November, when he was transferred to the Dacca College. Baboo Nanda Krishna Basu, mathematical lecturer, also left the college, having been appointed in January to the Civil Service. Mr. Mowat is now in charge of the mathematical classes, having joined the college on the 4th of February.

The number of students has increased from 114 to 149. Of these 96 are Beharis to 53 Bengalis, and there are 115 Hindus to 33 Musalmans. The proportion of Beharis to others continues to increase. Of the new first-year class all but six came from Behar schools.

The number of candidates who appeared at the F.A. Examination was 65, and of these 20 were passed—five in the second division and fifteen in the third. The failures were 37 in English, 21 in the second language, 32 in history, 31 in mathematics, 35 in logic, 26 in chemistry, and one in psychology. The result of the B.A. Examination was much more satisfactory. The number of candidates was 12, and of these eight passed—one in the first division, two in the second, and five in the third. The student who was placed in the first division, Digambar Chatterjea, passed highest of all the University candidates, and has been awarded two scholarships tenable in the Presidency College, where he is now studying for the M.A. degree. This is the first time the Patna College has gained this distinction. The failures were four in English, four in mathematics, two in chemistry, two in physical geography, and two in botany. The new wing added to the building is now completed, and the laboratory, a spacious and convenient building, separated by some distance from the college, has been raised as high as the

roof. The hostel contained 32 boarders, namely, 29 Hindus, and three Musalmans; Hindus of Behar still hold aloof.

71. *Ravenshaw College, Cuttack.*—In June last Babu Sasi Bhushan Dutt, M.A., was transferred to the Bethune Institution, Calcutta, and his place has been supplied by the appointment of Babu Debendra Nath Bose, M.A., Lecturer in English.

The number of students on the college rolls was 31 on the 31st March 1880, against 36 last year. There were 12 students in the first year, 12 in the second, three in the third, and four in the fourth. With two exceptions all the students this year are natives of the province, who would end their studies at the F.A. standard did not the college afford them an opportunity of reading for the degree. Until the number of high schools in Orissa increases, there is no prospect of any increase in the attendance at the college.

The two students of the fourth-year class last year went up to the B.A. Examination; one, an Uriya of respectable family, passed the test, and was placed in the third division. This is the first successful B.A. student from the Cuttack College. In previous years the third and fourth-year classes sat in the early morning to enable clerks in Government offices to attend the lectures. These students invariably failed at the B.A. Examination, and the irregular hours interfered with the progress of other students. Last year there were no students of this kind, and the four classes sat at the same time.

Only eight went to the F. A. Examination. Four of them passed the test, and were placed—one in the first division, two in the second, and one in the third.

The total cost to Government was slightly below that of last year. In the preceding year the Maharajah of Mohurbhunj gave a donation of Rs. 20,000 as a permanent endowment, and at his request the name of the college was changed to Ravenshaw College, in commemoration of Mr. Ravenshaw's services as Commissioner of Orissa.

72. *Rajshahye College.*—This college has now had a full year's experience as a first-grade college. The total number of students on the rolls on the 31st March 1880 was 66; on the corresponding date of the preceding year the number was 59. As will be seen from the subjoined statement, the numbers of the third-year and first-year classes have increased, those of the fourth-year class remain unaltered, while the roll of the second-year class shows a slight falling off. In the previous year the fourth-year students were supported in the college by the Rajshahye Association; none of the present students are receiving aid from that body. The small diminution in the numbers of the second-year class is attributable to the introduction of the new rule, by which those students of the first-year class who fail to attain a moderate standard of proficiency in the college examination lose promotion to the second-year class:—

	Numbers on 31st March.		
	1878.	1879.	1880.
Fourth-year class	...	6	6
Third ditto	5	3	6
Second ditto	18	28	26
First ditto	18	22	28
Total ...	41	59	66

There was one Mahomedan student in the college.

At the First Arts Examination, 21 regular students and six ex-students presented themselves; of the regular students six were successful, one passing in the first division, four in the second, and one in the third. The ex-students all failed. Of the whole number 18 failed in English, 14 in the second language, 15 in history, 15 in mathematics, 13 in logic, and seven in chemistry. The candidate who gained a place in the first division, passing fifth on the whole list, was awarded the Duff scholarship for passing first in mathematics; he was taught exclusively by Babu Asutosh Gupta, M.A., the mathematical lecturer. Of the five candidates who presented themselves for examination for the B.A. degree, two passed in the second division. Of the remainder one candidate failed in English, three in mathematics, one in chemistry, three in physical geography, and none in botany. The lecturer in botany is Babu Hira Lal Mookerjea, M.A.

Shortly after the close of the last official year the Rajshahye Association paid into the treasury the promised endowment of Rs. 1,50,000. At a meeting

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held by the Association in January last, at which the Raja of Dighapatia presided, the sum of Rs. 5,000 was placed at the disposal of the executive committee for the extension of the present buildings. The Maharani Sarat Sundari Devi has offered the additional sum of Rs. 10,000 towards the same object; and it is understood that a total subscription of Rs. 20,000 has been made. The estimated cost is Rs. 30,000.

73. *Midnapore College.*—The numbers are 23 this year, against 21 and 17 in the two preceding years. Of 13 candidates sent up to the F.A. Examination, eight passed—one in the second and seven in the third division. Of those who failed, three failed in all subjects; and all five failed in English, history, mathematics, and logic.

The two additional rooms referred to in last year's report are nearly completed. Government has sanctioned Rs. 7,352 for a thorough repair of the old building, which has now been placed on the books of the Public Works Department. The fees and fines show a trifling increase, as does also the interest on the Endowment Fund, which now amounts to Rs. 51,000.

74. *Chittagong College.*—There are ten students, against 14 in the preceding year. As the college depends on a few schools only for its supply, the success or failure of these in the Entrance Examination determines the size of the college classes from year to year. Thus at the last Entrance Examination only one student passed from the Noakholly zillah school, and only two from the Chittagong collegiate school, and, as a consequence, only two new admissions have been made to the first-year class of the college.

Of seven candidates sent up to the F.A. Examination, two passed in the third division. The Principal reports that his best student was prevented from going up by illness. Three or four failed in each of the subjects of examination. The two who passed had failed in the previous year; and, as the Commissioner remarks, "so far as the session's work was concerned, the result has been a total failure."

The Government grant was increased from Rs. 3,000 to Rs. 4,000, to supply the loss of the Golak Chundra donation, which was exhausted this year. The amount was transferred from the net grant to the collegiate school, which was reduced from Rs. 3,000 to Rs. 2,000.

75. *Rungpore College.*—The College classes were abolished on the 1st of January of the current year for want of pupils. The Northern Bengal State Railway has removed the difficulty that stood in the way of students from Rungpore, and they are now able to go to Calcutta colleges without inconvenience. Two extra junior scholarships were created, as a compensation for the loss of the college, for the benefit of students passing the Entrance Examination from schools in the Rungpore district.

There were only five students on the rolls when the college was closed. The total expenditure was Rs. 3,858, of which the State paid Rs. 2,650. Neither of the candidates sent up to the F.A. Examination was successful.

76. AIDED COLLEGES.—These colleges are six, the same as last year. The Church Missionary Society has, however, signified its intention of closing the Cathedral Mission College at the end of the current year.

77. *General Assembly's College.*—The number of students was 361, divided into a first-year class of 110, second-year class of 148, third-year of 54, fourth-year of 28, and Honour class of 21. This is an increase of 65 on last year's figures. In the F.A. Examination, out of 153 candidates 40 were successful, six being in the first division and fourteen in the second. For the B.A. Examination, out of 49 candidates 18 passed, four being in the second division.

The receipts from fees amounted during the year to Rs. 14,887. The Government grant was Rs. 4,200; and the balance of the expenditure, amounting to nearly Rs. 12,000, was met by the Foreign Mission of the Church of Scotland. The Foreign Mission further disbursed Rs. 52,000 for the erection of a new college building.

78. *Free Church Institution.*—The number of students is 69, against 98 in the preceding year:- in the first-year 17, in the second 30, in the third six, in the fourth-year ten, and in the Honours class six. Of 39 candidates for the F.A. Examination only eight passed, 27 failing in English and 18 in mathematics. In the B.A. Examination, of seventeen candidates only three passed, eleven failing in English. One candidate gained third class Honours in history.

79. *Cathedral Mission College.*—The number of students is 63, against 73 last year, 18 in the first year, 22 in the second, twelve in the third, and eleven in the fourth. To the F.A. Examination 36 candidates went up, and eleven passed, one in the second division. To the B.A. Examination nineteen candidates went up, and five passed, two in the second division. At the M.A. Examination, of two candidates one passed in physical science. UNIVERSITY EDUCATION.

80. *St. Xavier's College.*—The students are 86, against 94 last year: 30 in the first-year, 36 in the second, seven in the third, twelve in the fourth, and one in the Honours class. Of 31 candidates at the F.A. Examination six passed, four of them in the second division; 21 failed in English and 20 in logic. Of ten candidates at the B.A. Examination two passed in the second division.

81. *London Mission College.*—The number of students is 47, against 57 in the previous year; 20 being in the first year, and 27 in the second. Of 31 candidates at the F. A. Examination seven passed, six in the second division.

82. *Doveton College.*—There are 27 students, against 22 last year—eleven in the first-year class and sixteen in the second. Of thirteen candidates nine passed at the last F.A. Examination, one in the first division and two in the second.

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83. The subjoined table shows the changes that have taken place during the year under this head. Schools for the education of Europeans and Eurasians, and also of girls, are excluded, and will be separately noticed. SECONDARY EDUCATION.

SECONDARY SCHOOLS.

	1878-79.		1879-80.	
	Schools.	Pupils.	Schools.	Pupils.
High English.				
Government	48	13,236	48	13,727
Aided	85	8,894	88	10,800
Private	63	13,903	64	14,091
Total ...	196	36,033	200	38,618
Middle English.				
Government	6	820	8	926
Aided	422	24,387	432	25,723
Private	112	6,283	114	6,163
Total ...	540	31,490	554	32,812
Middle Vernacular.				
Government	172	9,305	175	9,977
Aided	783	38,601	820	40,283
Private	106	4,701	90	4,302
Total ...	1,061	52,607	1,085	54,562
Lower Vernacular.				
Government	13	757	5	439
Aided	1,474	50,638	1,438	51,712
Private	54	1,996	55	2,145
Total ...	1,541	53,391	1,498	54,296
GRAND TOTAL ...	3,338	173,521	3,337	180,288

84. An inspection of this table shows that, under Government schools, there has been a gain of two middle English and three middle vernacular, against a loss of eight lower vernacular schools, partly arising from transfer to another class. Among aided schools there is a gain of three high English, 10 middle English, and 37 middle vernacular, and a loss of 36 lower vernacular schools. But the gain of 37 middle vernacular aided schools is really caused by the inclusion under this head of 39 Sanskrit tols aided from the primary grant, and classed in the previous year as primary schools; and the real changes in this class are a gain of one middle vernacular school aided from the primary grant, and of 10 circle schools, against a reduction of 13 in the number of grant-in-aid schools, the number of those newly aided having fallen short of the number of those from which grants have been withdrawn on the ground of inefficiency. The loss under lower vernacular aided schools has chiefly taken place within the sphere of the primary grant, which maintains 35 of this class less than in

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the previous year; while a gain of 22 circle schools has been met by a loss of 23 grant-in-aid schools, chiefly connected with missions. Under private schools the chief variation is a loss of 16 of the middle vernacular class, most of which have received grants-in-aid: there has also been an increase of one high English school, of two middle English, and of one lower vernacular.

85. The following table sums up for reference the detailed statistics of attendance and expenditure in all Government and aided secondary schools, including those aided from the primary grant, but excluding schools for Europeans and Eurasians, and girls' schools:—

Attendance and Expenditure of Schools of Secondary Instruction during 1879-80.

Class of Institutions.	Number of schools.	Number of pupils on the rolls on the 31st March 1880.	Monthly average roll number.	Average daily attendance.	Religion of students as on the 31st March 1880.				Received from			Expended.
					Christians	Hindus.	Mahomedans.	Others.	Government.	Local sources	Total received	
									Rs	Rs	Rs.	Rs
High English—												
Government	48	13,727	12,448	1,017	113	11,304	2,247	63	1,31,723	2,79,789	4,11,512	4,09,909
Aided	88	10,800	9,612	7,400	43	10,130	593	34	50,067	1,53,542	2,03,609	2,00,295
Total ..	136	24,527	22,060	8,417	156	21,434	2,840	97	1,81,790	4,33,331	6,15,121	6,10,204
Middle English—												
Government	8	926	715	667	26	376	474	50	17,229	8,084	25,313	25,305
Aided	432	25,723	22,995	17,416	335	22,376	2,926	86	1 16,834	2,33,948	3,50,782	3,45,477
Total	440	26,649	23,710	18,083	361	22,752	3,400	136	1,34,063	2,42,032	3,76,095	3,70,782
Middle Vernacular—												
Government	175	9,977	8,841	6,849	1	8,201	1,529	246	47,814	28,594	76,408	76 408
Aided	820	40,283	36,363	28,138	191	34,872	5,136	84	1,00,959	1,81,544	2,82,503	2,78,420
Total ..	995	50,260	45,204	34,987	192	43,073	6,665	330	1,48,773	2,10,138	3,58,911	3,54,828
Lower Vernacular—												
Government	5	439	344	272	9	310	77	43	661	43	704	704
Aided	1,438	51,712	46,157	36,824	205	42,596	8,452	459	73,826	79,066	1,52,892	1,52,839
Total .	1 443	52,151	46,501	37,096	214	42,906	8,529	502	74,487	79,109	1,53,596	1,53,543
Grand Total ..	3,014	153,587	137,475	98,583	923	130,165	21,434	1,065	5,39,113	9,64,610	15,03,723	14,89,357

86. Towards the cost of high schools the Government contribution has increased by Rs. 7,000, mainly due to increments in the salaries of graded teachers, and the contribution from local sources by Rs. 15,500; in middle English schools there has been an increase of Rs. 7,000 from Government (confined to Government schools, and due chiefly to the opening of the Government Railway School at Kurseong) and of Rs. 3,500 from local sources; in middle vernacular schools an increase of Rs. 6,500 in the local contributions, but a decrease of Rs. 1,500 in the Government expenditure,—figures not without significance; and in lower vernacular schools a slight increase of Rs. 480 in the local contributions, and a decrease of Rs. 1,760 in the Government grant.

87. High English Schools.—The figures relating to this class of schools are repeated:—

	1878-79.		1879-80.	
	Schools	Pupils.	Schools.	Pupils.
Government schools	48	13,236	48	13,727
Aided "	85	8,894	88	10,800
Private "	63	13,903	64	14,091
Total ...	196	36,033	200	38,618

88. The Government zillah and collegiate schools remain unchanged. There are four of this class in Calcutta, including the Hindu and Hare Schools attached to the Presidency College, the Sanskrit Collegiate School, and the Anglo-Persian department of the Calcutta Madrassa, which is a high English school teaching to the Entrance examination. There is also one at the head-quarters of each district in Bengal, except at Burdwan and Durbhunga, at which places high schools are maintained by the Maharajahs resident there;

and at Darjeeling, where the Government school has not yet advanced beyond the middle class. There are also Government high schools at Barrackpore and Baraset in the 24-Pergunnahs; at Uttarpara in the Hooghly district; a second or branch school at Hooghly attached to the college; and a school at Daltongunge in Palamow.

89. The increase of three in the number of aided high schools is thus explained. (*a*) Eight schools have been raised from the middle to the high class; namely, those at Chooadanga in Nuddea, through the exertions of the sub-divisional officer; at Bishenpore in Bankoora; at Gurbhowanipore in Howrah; at Okhera and Bagnapara in Burdwan; at Feringi Bazar in the town, and at Putiya in the district, of Chittagong; and lastly the Dinapore English school, in which Captain H. Boileau, the Cantonment Magistrate, has closely interested himself. (*b*) New grants have been given to three schools. One of these is at Bandgorah in Beerbhoom; another is an endowed school at Hashara in Dacca, which owes its existence to the bequest of the late Baboo Kali Kishore Sen Chowdhry, and is called after his name. Under the circumstances mentioned in the last year's report, the grant which had been withdrawn from the Narail school in Jessore, owing to its undisciplined state, has again been restored to it on sufficient guarantees of amendment. (*c*) On the other hand, two aided schools have been reduced from the high to the middle class; these are the Sultangacha school in Hooghly, which failed as a high school and is doing much better in its present class, and the Joydebpore school in Dacca, the reduction of which was referred to in the last report. (*d*) Six grants have been cancelled under the following circumstances:—(1) the Borah school in Hooghly suffered for a long time from malarious fever. Its income fell off, and the accounts were irregularly kept. The Government grant which it received was comparatively small for a high school, but it was not considered expedient to raise it. Its grant was therefore cancelled, and a middle English school established in its place. (2) The Soorool school in Beerbhoom was mismanaged. The grant was first suspended and finally cancelled. A new high-class school has been established in the neighbourhood at Bandgorah, and has received a grant-in-aid. (3) The Agurpara school in the 24-Pergunnahs was the oldest in the district, and had long been under the management of the Church Mission Society. For some years past it had been unsuccessful, and the Society last year relinquished their connexion with it. The grant, after having been reduced, was at length withdrawn; and as there is an aided school of this class in its immediate neighbourhood at Sodepore, the renewal of the grant to its new managers is unnecessary. (4) The vexed question as to which of the three high English schools in the neighbourhood of Joynagar, in the 24-Pergunnahs, should be aided by Government was settled during the year by the decision that no aid should be given to any. The circumstances of the withdrawal of the grant from the Durgapore (or Baharoo) school are detailed in the general report for 1878-79. (5) Owing to a feud between the zemindars who managed the Sridharpore school in Jessore, all local support was withdrawn, and the school closed. (6) The Kalipara school in Dacca ceased to exist by the disappearance of the village in the Pudma.

90. The circumstances of the Feringi Bazar school in Chittagong deserve notice. Some opposition was raised to its elevation to the high class, on the insufficient ground that it might injure the collegiate school. It has done no injury to that school, having, as the Joint Inspector points out, tapped new sources of supply. The number of pupils has risen from 219 to 303, recruited from the Eurasian and Mahomedan inhabitants of the quarter; and its fee-receipts have increased from Rs. 60 or 70 to Rs. 150 a month. The school has received warm assistance and support from Mr. W. H. Campbell, an influential tea-planter of Chittagong, who has undertaken the management of the school, is a liberal subscriber to its cost, and has contributed Rs. 2,000 to the erection of a new bungalow, now approaching completion.

91. There is an increase of one in the returns of unaided schools of this class. In the Presidency Division two of the schools whose grants were cancelled have been returned as unaided, while the Narail school passed into the list of aided schools on the restoration of its grant. Two schools in Calcutta have omitted to furnish returns. One in the Howrah district has been reduced to the middle class. Two more high schools have sprung up in the Dacca

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Division, and the Maharajah's school at Durbhunga has been raised during the year to this class, and now occupies the place of a zillah school.

92. UNIVERSITY ENTRANCE EXAMINATION.—The results of the Entrance examination for the three classes of high English schools are here brought together :—

Entrance Examination, December 1879.

CLASS OF SCHOOLS.	Number of competing schools.	Number of candidates.	NUMBER PASSED IN THE				Percentage of success.
			First division.	Second division.	Third division.	Total.	
Government schools	46	734	57	187	128	372	50 67
Private schools (aided)	80	371	10	55	54	119	32 07
Ditto (unaided)	72	834	24	132	111	267	32 02
Private students and teachers	.....	57	... .	1	8	9	15 78
Total ...	198	1,996	91	375	301	767	38 42

93. As in the previous two years, the Government schools passed more than half their candidates, the proportion of success among all the candidates examined by the University being below 40 per cent. In the reports for the previous two years it was pointed out that unaided schools, which exist either through the liberality of some wealthy patron, or are established in populous centres where there is a great demand for schools of this class, and which in either case possess a strong staff of teachers, attained a greater measure of success than aided schools. It is satisfactory to find from the returns of the last examination that aided schools have made some way, the percentage of success among their pupils having now reached that attained by private schools. The measures which were described at length in the report of last year as having been taken with regard to inefficient schools may therefore be considered as having met with some success.

94. The following table compares the success of Government, aided, and private schools at the Entrance Examination in fuller detail. Excluding private students and teachers, 756 candidates passed, against 744 in the previous year. The private schools of Calcutta passed 29 less than the year before.

DIVISIONS.	Total number of schools.	NUMBER OF SCHOOLS WHICH SENT CANDIDATES.				NUMBER OF SCHOOLS WHICH PASSED CANDIDATES.				Number of candidates.	CANDIDATES PASSED IN THE—				Number gained scholarships.
		Government	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Burdwan	54	7	31	10	48	7	21	7	35	345	16	63	51	130	20
Presidency	55	5	31	15	51	5	27	11	43	384	17	76	67	160	21
Calcutta*	21	4	3	28	35	4	2	20	26	594	33	106	83	222	20
Rajshahye	11	6	5	2	13	6	4	2	12	98	6	23	20	49	16
Dacca	18	5	3	9	17	5	1	6	12	248	13	58	34	105	23
Chittagong	4	2		.	2	2	...	...	2	19	..	1	2	3	3
Patna	15	6	3	3	12	6	1	2	9	130	3	16	14	33	20
Bhagulpore	10	4	2	3	9	4	2	2	8	56	2	17	3	22	14
Chota Nagpore	7	4	1	1	6	3	1	1	5	31	1	6	11	18	7
Orissa	5	3	1	1	5	3	1	1	5	34	..	8	8	16	10
Total ...	200	46	80	72	198	45	60	52	157	1,939	91	374	293	758	154

* Exclusive of schools for Europeans.

95. The only Government schools that sent no candidates were the Purneah zillah school and the Chaibasa school in Singhboom ; while of those that competed, only one, the Daltongunge school at Palamow, failed to pass a candidate. In comparing the state of the Purneah school, which had no Entrance class during the year, with that of other private schools in the Division, some of whose pupils passed the examination, the Assistant Inspector writes :—" As the position of a school at the Entrance examination is regarded by the public as a good test of its efficiency, the department no doubt accepts such a test to a considerable extent. But the Director of Public Instruction has in fact prescribed an elaborate form of inspection report for secondary schools, which not only takes into account the highest class of a school, but directs attention to the condition of every class, the numerical strength, the discipline, the increase from various sources, the character of masters, the state of the building, library, and furniture. If all these were taken into account, the Pakour and Mohespore schools would occupy a place far below that of the Purneah school." It need

hardly be added that the chief object of requiring close attention to be given to the details noted is the permanent improvement of the standard of the highest class in future years. The Chaibasa school was described last year as "a foreshadowing of a higher class school to be established at some future day." It has a head-master, a second master on Rs. 30, and a pundit, who are assisted by the education clerk. It is held in the same building as, and is practically a development of, the model school for Kols; and it is kept up for the immediate benefit of Bengali and Hindustani residents, and in the hope that Kol boys, who already read for the middle class examination, may be brought up in course of time to the Entrance standard. In the previous year the single candidate from the Purneah school passed, and the single candidate from the Chaibasa school failed.

96. Among aided schools, of which the number at the beginning of the year was 85, 80 sent candidates and 60 were successful. These results mark a considerable advance on those of the preceding year, when, out of 84 aided schools 73 sent candidates and 49 were successful. It may reasonably be hoped that the thorough-going measures taken within the last two years with regard to aided schools that were not earning their grants are now bearing good fruit.

97. The existing number of private schools is not known, since many, especially in Calcutta, furnish no information to this department, which has received returns of 64 only. But from the University returns it appears that of 72 schools that sent candidates to the examination 52 were successful, against 70 and 46 of the previous year.

98. Government Schools.—Schools of this class are either collegiate, under the control of the Principal of the College to which they are attached, with the exception of the school departments of second-grade colleges under officers of the subordinate graded service; or zillah schools, which are under the supervision in educational matters of the Circle Inspector, and in financial matters of the district committee. Zillah schools again are described as being of the first, second, or third class, according as the number of their pupils is over 300, between 175 and 300, or under 175; the scale of establishment being also determined accordingly. The following tables show the result of the Entrance examination for schools of each class. The 'merit marks' in the last column are calculated by assigning one, two, and three marks respectively to boys passing in the third, second, or first division. The schools are arranged in the order of their total merit marks; but it will be understood that the classification affords only a rough estimate of their comparative merits, as it takes no account of the size of the schools.

Collegiate Schools.

Name of School.	Number of pupils on 31st March 1880.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit marks.
Hare	610	62	8	23	13	44	83
Hindu	413	52	12	10	12	34	68
Kishnaghur	372	60	2	11	7	20	35
Dacca	428	29	4	9	2	15	32
Hooghly	433	31	1	9	5	15	26
Rajshahye	330	18	2	9	2	13	26
Hooghly Branch	318	21	2	7	3	12	23
Patna	544	35	.....	8	6	14	22
Midnapore	355	16	1	4	3	8	14
Sanskrit	209	31	2	1	5	8	13
Berhampore	183	12	1	4	1	6	12
Calcutta Madrassa	395	19	.....	4	3	7	11
Cuttack	276	14	.....	3	4	7	10
Chittagong	450	10	.....	1	1	2	3

99. *Collegiate Schools.*—The Hindu and Hare schools, under the effective management of their head-masters Baboo Bholanath Paul, M.A., and Baboo Grish Chunder Deb, easily maintain their position. The latter has now regained that place at the head of the list which is justified by its greater size. The first boy on the University list of successful candidates came, as in the previous year, from the Hindu school. Out of 62 candidates from the Hare school, only 12 failed in English and 13 in mathematics. Of the easier subjects, three failed in the second language and one in history and geography. The numbers of the

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Hare school, which fell in the previous year from 612 to 561, have again risen to 610. In the Hindu school also the number of pupils has increased from 403 to 413, after suffering a reduction of 22 pupils in 1878-79. The statement of social position for the two schools shows that the Hare school is as much resorted to by the sons of the rich as the Hindu school. In the former 74 boys belonged to the upper classes, 515 to the middle, and 21 to the lower; in the latter 47 boys belonged to the upper classes, 365 to the middle, and one to the lower. In the Hindu school all the pupils were Hindus; in the Hare school there were five Mahomedans and one Christian. The Accountant-General's statement shows that the income of the Hare school from fees only was Rs. 25,122, and its expenditure, including municipal taxes and repairs, was Rs. 24,116. The income of the Hindu school was Rs. 21,014, and its expenditure Rs. 23,514. The Kishnaghur Collegiate school has now risen to the third place, exchanging with Dacca; the latter school has, however, an increase of 53 in the number of its pupils, while the attendance at the former has fallen off, owing, as the Principal explains, to the fact that many of the students who failed at the previous Entrance examination did not return to the school. The large increase at the Dacca Collegiate school indicates the satisfaction with which parents have regarded the successful reforms introduced by the Principal into the management and discipline of the school. In May 1879 the school classes were removed into the building formerly occupied by the Pogose school; the old building being reserved for the college classes, library and offices. There is now full accommodation for all. Very strict attention has been paid to class promotions in the Dacca school, in which only 29 candidates were allowed to appear at the examination; while from the Kishnaghur school 60 candidates were sent up. The attention of the Principal of Kishnaghur will be called to this fact. It is quite clear that if in two successive years 26 candidates fail out of 45, and 40 out of 60, boys are promoted to the Entrance class and allowed to appear at the examination who are not fit for the position. The failure of the unsuccessful Kishnaghur candidates was general, and spread almost uniformly over every subject; and the test-examination of the class entirely failed to reveal their shortcomings. The fee receipts of the school show a satisfactory increase from Rs. 7,606 to Rs. 8,589. The Hooghly and Rajshahye Collegiate schools have each gained a place compared with last year. The results of the Hooghly Collegiate school are hardly proportionate to its size and importance; and though class promotions appear to have been carefully attended to, there are still too many failures in English and in the second language. The defects of the building, and its unsuitability in many ways to the purposes of a school, are notorious. The success of the Rajshahye Collegiate school was very marked; out of 18 candidates 13 passed, two of whom were in the first division. In the previous year 12 passed out of 21, four being in the first division. Only one student failed in mathematics, against five in the previous year. The teaching, discipline, and management of this school are now very good, and its numbers are steadily increasing. The head-master is Baboo Kali Kumar Das, B.A. The Hooghly Branch School has sprung from the eleventh to the seventh place. The number of pupils and the fee-receipts are steadily increasing; and its efficiency is shown by the fact that out of 21 candidates 12 passed, two being in the first division. The Principal of the College is thoroughly satisfied with the head-master, Baboo Kali Das Mookerjea, whose merits have been referred to in previous reports.

100. The Patna Collegiate school has bettered its position, having passed 14 candidates out of 35, against nine out of 32 the year before. A large number failed in English, though less than in the previous year. The weakness of Behari boys in the English language has long been noticed as due to the circumstances of their social and domestic life, English being much less widely known than in Bengal. In the Patna school increased attention is now being paid to English exercises in translation and re-translation, and a half yearly examination in English only was instituted by the late Principal, Mr. McCrindle. Promotions are also carefully watched, since the backwardness of the pupils in English runs through all the classes. Of 26 boys in the second class of December 1879 (the present first class), as many as 14 failed to obtain the qualifying marks at the school examination,

and nine were refused promotion on this ground. Notwithstanding all drawbacks, the Patna Collegiate school is still the most successful of all schools in Behar at the Entrance examination. It is growing to an enormous size, its attendance having risen from 481 to 544, and it is now only surpassed in the number of its pupils by the Hare school in Calcutta. Of all its pupils only 58 are Bengalis. The number of Mahomedans in the school has risen from 148 to 182; the Hindus number 353. Yet of all the pupils only 187 read Sanskrit or Hindi; of the rest 46 read Arabic, 82 Persian, and 229 Urdu; in other words Persian or Urdu is read by 166 Hindu students. As many as 130 belong to the lower classes of society, a proportion much above the average in Government schools of this class. The Midnapore Collegiate school, whose numbers have increased from 301 to 355, largely due to the accession of Mahomedan pupils, has slightly improved its position, passing eight out of its 16 candidates, one in the first division. The members of the Midnapore district committee take a quite special interest in their college and school, and the annual examinations of the classes were conducted almost exclusively by these gentlemen, who voluntarily offered their services. Four medals are awarded annually for proficiency in English literature, English composition, mathematics, and history; and three prizes were given for reading and conversation in English. The Sanskrit Collegiate school has fallen from the fifth to the tenth place, only eight candidates having passed out of 31, though two were in the first division. The numbers passing in 1877 and 1878 were 23 and 16 respectively; and the continued decline of the school in its highest classes demands serious consideration. The same head-master has been teaching the Entrance class for years; while the second mastership was held successively during the year by two of the most distinguished honour-students of the University; and yet the number of failures was 22 in English and 19 in mathematics. The Berhampore Collegiate school did somewhat better than in 1878, and the only failures were in English and mathematics; but the number of its pupils shows a considerable decrease. Since the appointment of Mr. Livingstone as Principal of the College, the numbers have again risen. The discipline of the school needs strict attention and a vigorous hand.

101. The Anglo-Persian Department of the Calcutta Madrassa occupies much the same position as in the previous year; the number of its students shows a slight increase. The Cuttack Collegiate school passed half its candidates. It is still suffering from the effects of the want of discipline and the lax system of promotion that were noticed in the last report; though considerable improvement is said to have been effected in these respects with the co-operation of the new head-master, Baboo Ram Das Chakravarti. Four Government wards read in the school; among them the minor Rajah of Dhenkanal, now in the third class, who is said to have been "shy and timid when he first joined, but is now quite at home with the rest, and is doing well." The Cuttack, like the Kishnaghur Collegiate school, suffered much from the ravages of small-pox. The numbers of the Chittagong Collegiate school have increased from 436 to 450, and it is now the fifth in size of all Government schools in Bengal, but in point of efficiency, as tested by the Entrance examination, it occupies almost the lowest place. Out of a class of 20 students, 10 were sent to the examination, and only two passed. The Inspector of Schools held a local enquiry, which disclosed the presence of serious defects in the management and system of teaching. These have since been remedied. The traditions of discipline in Chittagong are of a very lax order, and boys, even scholarship-holders, continually absent themselves from school with the full support of their parents. Discipline is perhaps the first condition of good education, and lies at the root of successful teaching; and the head-master will receive thorough support in his efforts to maintain it, without any reference to the possible loss of pupils that may result. Fears have been expressed that the establishment of the new high class school at Feringi Bazar will impair the discipline of the collegiate school; but the management of the former school is now in every respect so satisfactory that I have little apprehension of its giving any encouragement to disorderly pupils of the collegiate school. The net grant to the school was reduced from Rs. 3,000 to Rs. 2,000 during the year, Rs. 1,000 being transferred to the college; the fee-receipts of the school were, however, so large that only Rs. 486 were drawn from Government. There is a boys' club under the

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management of one of the masters, at which 46 essays were read in English and Bengali.

102. *Zillah Schools, first class.*—The following table shows the results of the examination for zillah schools of the first class. With the exception of the Burrisal and the Mymensingh schools, all exhibit an increase in the number of their pupils. The large size of the zillah schools in Behar is especially noticeable. The last two or three years have witnessed a surprising development of the demand for English education in Behar, quite unprecedented in that province and unparalleled in any other part of Bengal. The movement is as yet most conspicuous in the head-quarters stations, and the lower classes of the zillah schools are filled to overflowing with boys who are natives of the province, and not, as heretofore, half of them Bengalis. But the same desire has begun to manifest itself in the interior of districts, among the Rajpoots and Babhans; and Babu Bhoodeb Mookerjea warns me that we must be prepared for a large development of the grant-in-aid system. At present the effect is chiefly visible in the rapid addition of English classes to Government vernacular schools. The new hopes held out to the people by the recent adoption of the Hindi character in the courts will unquestionably stimulate the desire of the respectable classes for an education which can now be turned to profitable account.

Zillah Schools, first class.

Name of School.	Number of pupils.	Number of candidates	First division.	Second division.	Third division.	Total passed.	Merit marks.
Uttarpara	407	25	5	4	10	19	33
Burrisal	447	15	2	19	1	13	27
Mymensingh	383	18	1	8	4	13	23
Beerbhoom	385	14	.....	9	1	10	19
Arrah	433	19	2	3	2	7	14
Howrah	298	14	1	4	1	6	12
Bhagulpore	426	11	.....	6	.....	6	12
Commillah	330	16	2	... ..	3	5	9
Chuprah	401	9	1	2	1	4	8
Rungpore	330	7	.....	1	1	2	3
Gya	504	11	... ..	.....	2	2	2

103. The Uttarpara school has now for the second year taken the highest place among the great zillah schools of Bengal. The head-master, Baboo Shama Churn Gangooly, B.A., has received during the year his well-earned promotion to the third class of the Subordinate Educational Service. Out of the surplus funds of this school Rs. 12,000 were, under the orders of Government, appropriated during the year for the creation of two junior scholarships of Rs. 10 a month each, tenable by candidates passing the Entrance examination in the first or second division from the Uttarpara school without winning a Government scholarship. The Burrisal and Mymensingh schools, which were last year displaced by the Beerbhoom school, have again risen to the second and third places. The results for the Mymensingh school would probably have been still more satisfactory but for the existence of a second high class school in the town, with lower rates of fees, from which three boys passed—one in the first and two in the second division—who had previously read in the zillah school up to the Entrance class. Competition with that school —not in itself a thing to be regretted—has reduced the numbers in the zillah school from 410 to 383. The head-master, Baboo Ratnamani Gupta, has for years been known as one of the most successful teachers in Bengal. The school is exceptionally rich in prizes and scholarships, due to local liberality. In the Burrisal zillah school the numbers have fallen from 443 to 417, the loss being ascribed to greater strictness in promotions, and to the adoption of coercive measures for enforcing discipline. The district committee and the Inspector express their sense of the good work done by the head-master, Baboo Hari Prasad Banerjea. In the Beerbhoom school the results of the examination, though fair, were not so satisfactory as in the two preceding years. An insubordinate and refractory spirit appears to have manifested itself among the pupils, which interfered with their progress and necessitated the intervention of the district committee and the Inspector. The achievements of the Arrah zillah school at the Entrance examination were conspicuous, and

lifted it at once to a level with the great Bengal schools,—a position which no zillah school in Behar has hitherto approached. There have been serious questions between the district committee and the head-master during the year, but the latter has at any rate proved himself an able teacher. It is to be observed, however, that the credit due to him for the success of the pupils who passed is diminished by the large number of failures, no less than 11 failing in English. The Howrah school, whose numbers had fallen considerably below the level of a first-grade school, has now practically recovered its position in point of attendance; but the financial condition of the school has caused great anxiety. It was considered that a school so close to the metropolis ought to be self-supporting, and it consequently enjoys no net-grant. For the last three years it has, however, failed to pay its way, and has finally exhausted its surplus balance. It passed only six candidates at the examination, against 11 in the previous year. The matter is occupying the attention of the district committee, the Inspector, and myself. The Bhagulpore school, which is perhaps the best housed and furnished in the province, shows some increase in its numbers, notwithstanding the competition of the unaided Barari school, which charges no fees. It was, however, less successful in the Entrance examination than in the previous year, though only two candidates failed in English. The Comillah school, which has lately made its way into the first class, had to contend with two unaided schools,—a fact which the Inspector observes "had the effect of unsteadying the minds of its pupils, and disheartening to some extent the teachers, who cannot but feel grieved at seeing some of their boys deserting to rival schools." Still, no Government school has any real ground to resent the uprising of a good and well-managed private school in its neighbourhood. If a school charging low or no fees is set up, and draws off pupils from the other, the general extension of education at a cheap rate is a solid gain to those benefited by it, which outweighs the loss of pupils and of income which any individual school may suffer, and which a zealous head-master naturally regards with regret. If the school becomes in time good enough to take the place of the Government school, there is a still more solid and permanent gain Of course if the new school is essentially a bad one, real and often lasting harm is done; the discipline of both schools suffers; and a lower standard, both of instruction and of conduct, is substituted for a higher. But it may be hoped that the evil is in this case temporary, and that though a badly-managed school may do harm for a time, it contains the seeds of its own extinction. There is a large and growing demand for English education at a cheap rate, and if any school which springs into existence to satisfy that demand does not possess the elements of permanent existence, it has at any rate stimulated the desire for education, which does not cease with its disappearance.

104. The remaining schools on the list claim a brief notice. The Chupra and Gya schools have outgrown their buildings. In the former case additions have now been sanctioned, which can be carried out from the funds of the school without any demand for Government aid. At Gya a new wing was completed nearly two years ago; but the class-rooms are again crowded to suffocation, and a further extension is urgently required. The results of the Chupra school in the Entrance examination were good, and an improvement on the previous year. Those of Gya were deplorable, only two candidates passing in the third division. As many as seven candidates out of 11 failed in mathematics,—a failure quite at variance with the results of previous years at the same school and under the same teachers. But this school, whose numbers have more than doubled in the last five years, and which is now the third in size of all zillah and collegiate schools in Bengal, has entirely outgrown its establishment, which requires to be strengthened throughout. The Rungpore school has been transferred from the list of collegiate to that of zillah schools owing to the abolition of its college classes. The new buildings, towards the cost of which Government has lately made a further grant of Rs. 7,225, are being proceeded with. Only two pupils passed the Entrance examination, a fact in itself sufficient to justify the closing of the college classes, which were recruited solely from the school.

105. *Zillah schools, second class.*—Baraset, Dinagepore, and Bogra, all of which had last year passed beyond the limit of third-class schools, have now,

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by a further accession of strength, justified their inclusion among those of the second class. These are shown in the following table :—

Zillah Schools, Second Class.

Names of Schools.	Number of pupils	Number of candidates.	First division.	Second division.	Third division.	Total passed	Merit marks.
Bankoora	273	12	3	1	4	8	15
Furreedpore	264	11	... .	4	4	8	12
Barrackpore	205	9	1	4	.... .	5	11
Baraset	213	13	...	4	1	5	9
Monghyr	250	13	1	2	1	4	8
Ranchi	177	6		2	3	5	7
Pubna	281	11	. ..	2	3	5	7
Dinagepore	189	5	. ..	3	1	4	7
Jessore	236	13	1	.....	2	3	5
Bogra	212	5	.	1	2	3	4
Mozufferpore	270	8	...	... ..	2	2	2
Noakholly	287	9		...	1		1

106. The Bankoora school has maintained its position at the head of the list to which it rose in the previous year; its pupils have also increased. The success of eight candidates out of 12, three in the first division, is a result which, as the Magistrate remarks, is accomplished by few of the first class zillah schools, and by none of the second class. The head-master, Babu Chandra Nath Maitra, an officer of 34 years' service, is a superior English scholar. The Furreedpore school has lost a few pupils, the loss being ascribed to distress prevailing in the district; but in the examination it has recovered the place which it lost in the previous year. The head-master, Babu Bhuban Mohan Sen, B.A., is an officer of excellent business habits. The Barrackpore school has gained 50 pupils, and, like Furreedpore, has done much better in the examination than in the year before, passing five pupils out of nine, one in the first division. The Baraset school has improved its position both in the number of its pupils and in success at the examination. Of 103 fresh pupils during the year, 33 were Mahomedans, attracted no doubt by the assistance given towards school expenses by the increased Mohsin grant. The school is further assisted by two endowments in aid of schooling fees, that of Prince Kutabuddin's legacy for Mahomedan pupils, and the Khetra Nath Chatterjea fund for Hindus. The Monghyr school has lost 32 pupils, who appear to have transferred themselves to the neighbouring mission school, in which lower rates of fees are charged; it has also lost Rs. 1,620 in subscriptions. The Ranchi zillah school is by far the largest and most important school in Chota Nagpore. The classification of pupils is good, and the instructive staff strong and efficient. The head-master, Babu Ambika Charan Sircar, has lately received promotion. The school passed five pupils out of six. In the Pubna zillah school there is an increase of 39 pupils. Five candidates passed out of 11 at the Entrance examination—an improvement on the previous year. The relations between the head-master and his subordinates are not quite satisfactory. At Dinagepore four candidates passed, against one in the previous year. In the report for 1878 it was noticed that the district committee had introduced into the school an extraordinary system of making each class consist of an equal number of pupils. This was discontinued in 1879, and the boys are now promoted according to the progress which they have made. Two rooms are to be added to the school building, Government contributing somewhat less than half the cost. The Jessore school shows an increase of 27. As in the Baraset school, the class-rooms are overcrowded. The model school, which hitherto sat in a verandah of the school-house, has now been transferred to a separate building. The work of the first class was interrupted by the illness of the head-master at a time when his services were most important; the school consequently passed only half as many boys as in the previous year. In the Bogra school the numbers have increased; four pupils passed the Entrance examination, against two the year before. The amount required for the erection of a new school building has been raised, thanks to great exertions on the part of the Magistrate; and the work will soon be taken in hand. The

loss of 31 pupils in the Mozufferpore school is ascribed to the circumstance that the Maharajah's school at Durbhunga has been raised to a high school, and that the pupils of that district have no further need to go to Mozufferpore. But the results at the Entrance examination are not creditable; and in the last three years the Mozufferpore school has on no occasion passed more than three pupils. It is the only unsatisfactory zillah school in the Patna division, and needs the Inspector's closest attention in all the classes leading up to the Entrance. The last place in the list is occupied by the Noakholly school, from which only one candidate passed in the third division, out of nine sent up. Every boy in the Entrance class is said to have suffered from malarious fever, and some of the candidates were attacked with cholera and fever when they went to Dacca to be examined. The school is not attended, except in small numbers, by Mahomedans either of the lower or of the upper classes. There have been discreditable quarrels between the head-master and some of the other teachers. A new head-master has been appointed.

107. *Zillah Schools, third class.*—The following table shows the position of third-class schools:—

Zillah Schools, Third Class.

Names of Schools.	Number of pupils.	Number of candidates	First division.	Second division.	Third division.	Total passed.	Merit marks.
Balasore	156	10	.....	4	1	5	9
Hazaribagh	84	6	1	2	2	5	9
Maldah	102	4	1	3	.....	4	9
Purulia	113	11	.....	2	4	6	8
Deoghur	104	6	.....	1	1	2	3
Julpigori	101	3	.....	1	1	2	3
Pooree	154	3	.....	.....	2	2	2
Motihari	75	5	.....	1	... ..	1	2
Purneah	154	.....	.....	.....	.....	... ..	.....
Palamow	70	2	.....	.....	.....	.....	.....
Chaibassa	67	.....	.....	... ..	.....	... ..	... ..

108. The Balasore school retains its position at the head of the list. The Joint-Inspector speaks in the highest terms of the head-master, Baboo Dwija Das Dutt, M.A. Sanskrit has been rightly introduced into the senior classes, as its absence told seriously on the further progress of students after joining the Cuttack College. The Pooree school in former years occupied a very high position. The head-master who had brought it to that state of efficiency was at length transferred on promotion to Cuttack, and the school has not recovered its position. A new head-master has recently been appointed. The schools in Chota Nagpore are nearly stationary in point of numbers. The Hazaribagh and Purulia schools, however, passed five and six candidates respectively, against two and five in the year before. But the Palamow (Daltongunge) school, which succeeded in passing a candidate in the previous year, failed with both of its candidates on the last occasion. The establishment is undergoing revision; but the total resources of the school amount to only Rs. 300 a month, of which Rs. 25 are paid by Government and Rs. 125 from the collections of the Palamow estate, the rest being made up by fees. The Chaibasa school passed no candidate in either year, and sent none in the last; measures are being taken for placing it on a better footing. In the Hazaribagh school the number of boys has never exceeded 100; and, with the exception of the seven or eight vernacular scholarship-holders, there are very few students who are genuine natives of the district. The school is doing well under an able and active head-master, and passed one candidate in the first division. In the Purulia school also the instructive staff is strong and efficient. Though it occupies the fourth place in point of merit-marks, yet it passed more candidates than any other in Chota Nagpore; and in that province, as in Behar and Orissa, numerical success at the Entrance examination is of much more importance than high places in the class-list. The Maldah school did much better than in the previous year; its pupils have also increased from 72 to 102. The Deoghur school showed some increase, and passed two candidates at the Entrance examination, as in the year before. The Motihari school, which passed one candidate for the first time in 1878, passed two in 1879. The number of pupils, however, fell from

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105 to 76, a loss which is not quite satisfactorily explained. The Inspector will be asked to investigate the causes of so serious a reduction. The Julpigori school also passed two candidates, against one in 1878. The school is wretchedly housed, the building being entirely inadequate to its requirements. It is hoped that subscriptions may be collected for a proper school-house.

109. The system of net grants to collegiate and zillah schools continues to work well. On the one hand, Government knows the limit of its liabilities with regard to each school; on the other, the schools know that whatever increase they are able to secure in their local income will be fully credited to them, and may be used in strengthening or rewarding the teaching staff, in adding new buildings, or in supplying necessary school furniture, prizes, or books. It is thoroughly understood that all expenditure of an ordinary kind in the maintenance of, or in additions to, the buildings must be met from the credit balance of the school; and it is only in exceptional cases, where large expenditure upon extensions is needed, that an application is made to Government for a special grant. Even in these cases at least half the cost must be defrayed from local sources. The following statement shows the working of the system during the past year:—

Statement of Re-grants to Net-grant Schools.

Class of Schools.	Balance in favour of the school on the 31st March 1879.	Balance in favour of the school on the 31st March 1880.	Special expenditure of the school during the year 1879-80.
Collegiate Schools.	Rs.	Rs.	Rs.
Hooghly ...	.....	..	.....
Kishnaghur ...	3,032	3,373	57
Patna ...	2,886	2,403	.....
Rajshahye ...	2,440	3,232	296
Dacca ...	.....	347	.....
Cuttack ...	6,677	6,649	1,079
Chittagong ...	1,782	3,381	164
Midnapore ...	1,143	1,488	763
Berhampore ...	4,036	3,525	.....
Total ...	21,996	24,398	2,359
Zillah Schools.			
Hooghly Branch ...	1,741	2,054	325
Uttarpara ...	3,479	3,016	2,484
Howrah ...	....	.....	.....
Bankoora ...	1,914	2,877	.....
Beerbhoom ...	1,534	1,494	254
Barrackpore ...	1,405	1,355	.....
Baraset ...	525	20	902
Jessore ...	111	.....	603
Dinagepore ...	1,627	472	1,388
Rungpore ...	1,419	928	656
Bogra ...	506	561	109
Pubna ...	363	510	360
Julpigoree ...	2,855	3,320	112
Darjeeling ...	.....	1,008	102
Furreedpore ...	3,248	2,378	504
Burrisal ...	1,111	1,169	924
Mymensingh ...	1,678	1,200	100
Commilla ...	1,243	301	1,467
Noakholly ...	1,431	1,351	356
Arrah ...	1,587	1,433	1,516
Mozufferpore ...	1,170	150	1,170
Motihari ...	1,143	1,016	35
Chupra ...	2,097	3,187	.....
Gya ...	2,043	2,349	537
Bhagulpore ...	4,795	3,790	1,184
Monghyr ...	3,308	3,138	123
Purneah ...	302	620	.....
Maldah ...	.....	.....	73
Deoghur ...	664	731	216
Pooree ...	741	427	...
Balasore ...	1,278	421	1,059
Hazaribagh ...	.....	.....	202
Ranchi ...	849	1,319	336
Palamow ...	137	944	.....
Chaibassa ...	61	255	25
Puruleah ...	1,020	1,030	..
Total ...	47,445	45,724	17,122
Grand Total ..	69,441	70,122	19,481

The schools, therefore, began with a balance at their credit of Rs. 69,441, out of which they spent Rs. 19,481 during the course of the year for new buildings, furniture, and other similar purposes, and closed the year with a balance of Rs. 70,122, having thus made up in full from additional savings their special expenditure for the year. They began the previous year 1878-79 with a balance of Rs. 68,738, and spent Rs. 8,098 for special purposes. They began the year 1877-78 with a balance of Rs. 65,224, and their special expenditure amounted to Rs. 16,114. Hence in the period of three years, for which the revised net grants were sanctioned, the schools have increased their credit

balance by nearly Rs. 5,000, and have at the same time incurred expenditure for school purposes amounting to nearly Rs. 44,000. In addition to this, Rs. 16,000 have been spent from invested funds belonging to the schools. The whole amount of Rs. 60,000 represents additional expenditure from private sources outside the fixed establishments of the schools.

110. AIDED SCHOOLS.—The increase of three schools, from 85 to 88, has been already explained, together with the reasons for withdrawing the grants in certain cases. I proceed to give some account of the high-class schools in each Division.

111. The Presidency Division had 34 schools at the beginning of the year, and 33 at its close; three grants having been cancelled (Agurpara and South Baharoo in the 24-Pergunnahs, and Sridharpore in Jessore), one new one given (Chooadanga in Nuddea, Rs. 50), and one suspended grant restored (Narail in Jessore, Rs. 55). Of the 34 schools of March 1879, 31 sent candidates to the Entrance examination of the following December, and from 27 of these candidates passed. In the previous year only 25 schools competed, and only 16 with success. The number of successful candidates from the aided schools of the Division was 55, against 37 in 1878. A good effect has been produced on the high schools of the Division by the knowledge that continued failure at the Entrance examination is now regarded as a sufficient reason for reducing the status of a school, or for making a change in its management, teaching staff, or the amount of its grant.

112. Of the seven schools that failed one was entirely new; a second, though returned as aided, has had its grant suspended for a long time. The five others are noticed in detail below.

Barripore, 24-Pergunnahs (grant Rs. 55).—The grant to this school, after having been suspended for a year in 1878 for mismanagement, was restored in 1879, a new committee having been appointed. The grant was again suspended, and some of the masters fined for irregular attendance. The school has done good work in former years, and only wants proper supervision by the managers to be a success. The Inspector reports that better discipline is now maintained.

Meherpore, Nuddea (grant Rs. 40).—This is the only high school in the sub-division; and on this ground, in spite of repeated failures, it was given another chance. The local vernacular school has been amalgamated with it; and the school is on its trial with a new Secretary, a new head-master, a new head pundit, and a new fourth-master.

Moheshpore, Nuddea (grant Rs. 40).—The only satisfactory point about this, the single high school of the sub-division, is its large attendance of 127 pupils. A graduate was sent as head-master, but resigned at the end of the year. An experienced teacher has supplied his place, and other changes have been made. The committee have been informed that another failure will not be passed over.

Gosai Durgapore, Nuddea (grant Rs. 40).—The numbers in this school also are high, having increased from 80 to 114. The Secretary to the school, who is practically the managing committee, is Babu Radhika Prasanna Mookerjea, Assistant Inspector of the Bhagulpore Division; and were he able to be more frequently present at the school, no doubt better results would be shown. The Secretary's explanation of the want of success at the examination is that high schools situated in places remote from large towns cannot be expected to have candidates ready for examination every year. Boys from the higher classes often leave to join collegiate or zillah schools, just as students often leave mofussil colleges to spend their last year in Calcutta; and if they pass the examination, the credit is claimed, not by the institution that trained them, but by that which sends them up. A new second and a new third master have been appointed.

Jangipore, Moorshedabad (grant Rs. 55).—This, the single aided high school in Moorshedabad, has not yet reached the standard. A new head-master has been appointed; but the number on the rolls is small, and is not likely to increase.

113. The excellent schools of Harinavi in the 24-Pergunnahs (Rs. 70), Nabadwip in Nuddea (Rs. 45), and Narail in Jessore (Rs. 53), still keep up their reputation as models of the best class of aided high schools. The Barisa school (Rs. 60) in the 24-Pergunnahs hardly came up to the standard of former years.

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114. In the Burdwan Division there were 33 aided high schools at the beginning of the year, and 35 at its close. The Okhera and Bagnapara schools in Burdwan, the Gurbhowanipore school in Howrah, and the Bishenpore school in Bankoora, have been raised to this class; and the Bandgorah school in Beerbhoom has received a new grant. On the other hand, grants have been withdrawn from Borah school in Hooghly and Soorool in Beerbhoom, and the Sultangacha school in Hooghly has been reduced to the middle class. Of 31 schools that sent candidates to the Entrance, 21 were successful; the corresponding figures for the previous year being 25 and 16.

115. The two most successful aided schools in the Division are those of which favourable notice was taken in the last two reports, viz. the Konnagur school in Hooghly and the Kuchiakole school in Bankoora. Of 11 candidates sent up from Konnagur to the last Entrance examination three passed, one being placed in the first and two in the second division. The Kuchiakole school passed four: one in the first, one in the second, and two in the third division. The best boy from each of these schools won a junior scholarship. Six other aided schools have also done fairly at the last Entrance examination. These are the Chinsurah Free Church, Chandernagore, and Jehanabad schools in Hooghly, the Searsole and Culna Free Church schools in Burdwan, and the Tumlook Hamilton school in Midnapore. Besides those just named, twelve more also passed candidates, but they are not deserving of special notice. One of the aided middle schools in Hooghly, viz. the Baidyabati school, sent up five candidates, two of whom passed in the second division. The managers of this school will shortly submit their application for its conversion to a high school.

116. I also take from the Inspector's report the following account of the schools that passed no candidates. Three of these, (viz. Bandgorah, Bagnapara, and Gurbhowanipore), established within the last eight months, sent up no candidates; nor did the school at Contai, in Midnapore, which received a high-school grant immediately before the commencement of the last official year. Four of the old-established schools failed for the first time from accidental causes. The others are noticed below:—

Bansbaria Free Church School, Hooghly.—Government grant Rs. 42; private contribution Rs. 93. This school was reported as inefficient last year. The teaching staff has been strengthened by the addition of one master. The Secretary, the Revd. K. S. Macdonald, writes to say that "the committee have commenced a system of visitation of the school with the view of improving it; but it will take some time in making the improvement visible in the form of successful candidates to the Entrance examination."

Jonye Training School, Hooghly.—Government grant Rs. 75; local contributions Rs. 225. This school received a special Government grant of Rs. 100 a month years before the inauguration of the grant-in-aid system in 1855. In fact, it was the first school in Bengal established with a Government grant-in-aid. In the earlier years of its existence, its able management, and the system of instruction pursued, attracted the notice of educationists. Up to 1876 the school regularly sent up successful candidates to the Entrance examination; in 1877 none, and in 1878 one only passed. At the last examination all failed. The managers and the Deputy Inspector agree in attributing the failure to the prevalence of malarious fever. This may be a sufficient cause, but it must likewise be noted that the Jonye committee have ceased to take that lively interest in the school which they did before. Further, the school suffered much from the change of head-masters and the incompetency of the lower teachers. Some of these have been removed.

Ilsoba Mondlye School, Hooghly.—Government grant Rs. 42; local contributions Rs. 112. This was a successful school up to 1877. At the last two examinations all the candidates failed. The Deputy Inspector observes:—"The financial condition of the school is good, the supervision of the local managers active, and the same teachers who had achieved success in the preceding years showed no lack of attention and energy in the year under report. The failure of the school has been ascribed to the removal of boys from the upper classes to Calcutta on account of outbreaks of fever in the village." Probably insufficiency in the number of teachers is another cause. A high school which has got only four teachers of English must occasionally fail. This has been pointed

out to the managers, and measures will be taken by them to strengthen the staff.

Dasghora School, Hooghly.—Government grant Rs. 45; local contribution Rs. 90. The cause of the failure of this school was fully explained last year. The school-house which had been destroyed by fire having been rebuilt, and competent teachers having been appointed, it is now working fairly. Owing to the transfer of its boys to other schools when fever raged in the village, it has in fact become a new school. Another year's time has been given to the managers to turn out successful candidates.

Hetampore School, Beerbhoom.—Government grant Rs. 45; local contribution Rs. 160. This school passed candidates at the Entrance examination in 1875, 1876, and 1877. It failed in 1878 and 1879. The Rajah Bahadoor of Hetampore pays almost the whole of the local contributions, the collection from fees being small. The school suffered from incompetent teachers and want of local supervision. The bad teachers have been removed, a graduate head-master has been appointed, and the Rajah has been requested to establish a local committee to look after the school.

Ajodhya School, Bankoora.—Government grant Rs. 43; local income Rs. 86. An account of this school was given in the last report. The proposal for handing over the management of this school to Government, with an endowment of landed property, is still under consideration. Although the school could not pass any candidates at the last Entrance examination, it is fast rising in the estimation of the neighbouring people. The District Magistrate, in reference to the school, has remarked: "Altogether I am much pleased to find a higher class English school outside head-quarters which shows signs of vitality."

Andool School, Howrah.—Government grant Rs. 50; local contribution Rs. 192. This school has been in existence for upwards of 20 years. It has passed many students, but not regularly every year. In 1876 and 1877 the school was successful, but not in 1878, nor in the last year. Baboo Jogendra Nath Mallik of Andool maintains this school single-handed, contributing about Rs. 100 a month. The failure of the school is attributed to the absence of the permanent head-master on leave for five months of the year.

117. "Of the seven schools," observes the Inspector, "which have failed more than once in the course of three years, it will be seen that six enjoy grants lower than the average for the Division. The local contributions realized for the support of these schools are also not sufficient to enable the managers to entertain competent and well-paid teachers. The consequence is that either qualified men are not appointed, or that able and energetic teachers soon grow discontented and neglect their work. Schools that receive small grants and are not locally well supported become 'inefficient.'"

118. In the Rajshahye Division there are four aided high schools, as in the previous year. Of these two are in Pubna and two in Rajshahye. The school at Serajgunge is by far the best, though not quite up to the average of the best Government institutions. It passed four boys out of nine sent up, one in the first division. The Putiya school has greatly improved under the energetic superintendence of the new head-master selected by Mr. Bellett; it passed two boys out of five. The Chatmohar school also passed a candidate. The school at Dighapatiya has suffered from frequent changes in the instructive staff, and the Deputy Inspector reports that the managers do not fill up vacancies as promptly as they should do. All its six candidates failed at the Entrance examination.

119. At the beginning of the year there were five schools in the Dacca Division and four at its close, but the number of pupils increased from 347 to 565. The Kalipara school was washed away by the Padma, and the Joydebpore school reduced to the middle class, while a new school at Hashara received a grant. All these are in the Dacca district. The following account is given of the existing aided schools:—

Teghoria School, Dacca (grant Rs. 30).—This school has been in existence for about 20 years, and is in a fair state of efficiency. Four candidates were sent up to the Entrance examination, of whom two passed, one in the second and one in the third division.

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Rowile School, Dacca (grant Rs. 28).—Has been in existence for about 23 years. It has never been very successful as an Entrance school, and during the last three years has not passed a single student. "It is, however," the Inspector writes, "considerably better than any middle school in the district, though it enjoys a smaller grant than some of these latter; and further, the conditions upon which the grant is given are of a more stringent character than those upon which grants to middle schools are given. Hence Government is to some extent a gainer by allowing it to continue to exist as a higher class school, and the public are no losers. Under these circumstances the rank of the school may for some time longer remain unchanged." The question is not quite set at rest by these considerations. The main justification for the existence of this unsuccessful school is, I believe, that it serves as a feeder to the collegiate and other schools of Dacca.

Kali Kishore School at Hashara, Dacca (grant Rs. 40).—This is a new school which owes its existence to the late Babu Kali Kishore Sen Chaudhuri, who, dying without male issue, left half the proceeds of his landed property (about Rs. 40 a month) to establish a school in his village to be called after him; and this sum is largely supplemented by his surviving brothers. During the year a special grant of Rs. 400 was sanctioned for books, maps, and furniture, in consideration of the managers having spent more than Rs. 1,000 in supplying the school with a suitable house.

Annada School at Brahmanbaria, Tipperah (grant Rs. 50).—This has not been very successful as a high class school. In each of the years 1877 and 1878 it passed one boy only at the Entrance examination; in 1879 no boy passed. In February last its proprietor, the late Rai Annada Prasad, Rai Bahadoor, being dissatisfied with the outturn of the school, agreed to raise his subscription to Rs. 85 a month, and directed that a graduate should be appointed as second teacher. It is hoped that the school will now become efficient. The Deputy Inspector writes of the head-master as being "as good an officer as we could wish to have." Rai Annada Prasad was a great patron of education, and his death is felt as a serious loss. It is hoped, however, that it will not affect the financial position of the school.

120. In the Chittagong Division there are two aided schools. The elevation of the Feringi Bazar school to the high class has been already referred to. The Patiya school, 13 miles from Chittagong, has also been raised to this class, with a grant of Rs. 50. An unmistakeable desire for high English education manifested itself at this place, and was warmly encouraged by the Joint-Inspector. The elevation of the school to a higher class was followed by an increase in the number of pupils from 120 to 156. The head-master, Babu Syama Charan Kar, has managed the school very successfully. A new building is in course of erection.

121. There is an increase of one aided school in the Patna Division, owing to the elevation of the Dinapore middle English school to this class. It contains 150 pupils, of whom 143 are Mahomedans. The other three schools are here briefly noticed. The sub-divisional school at Behar has for years been an excellent school, owing to its vigorous management and its careful choice of head-masters. One of its head-masters, Babu Nilkanta Mozumdar, M.A., was appointed to the Sanskrit collegiate school, whence he gained last year the Premchand Roychand studentship, and was subsequently transferred as a lecturer in English to the Dacca College. His successor, Baboo Surja Kumar Agasti, M.A., was also appointed to succeed him in the Sanskrit collegiate school. Only one candidate, however, passed at the last Entrance examination from the Behar school. Of its 161 pupils, 93 are Hindus and 68 Mahomedans. The Khagoul school in the district of Patna is not maintained in an efficient state; it passed no candidates at the examination. It is probable that the opening of a high school at Dinapore, four miles off, will affect its attendance. It has 60 pupils, or seven less than in the previous year. The Tikari school in Gya, maintained by the Maharani of Tikari, contained 114 pupils, showing an increase of six. The Inspector states that it is steadily rising in importance. Neither of its two candidates passed the Entrance examination. English is the fatal subject in all these Behar schools.

122. In the Bhagulpore Division there are, as before, three aided schools. The Jamalpore school in Monghyr was raised to a high school in 1878.

It has as yet passed no candidates for Entrance. The Pakour school in the Sonthal Pergunnahs is maintained in a very efficient state; all its three candidates passed in the second division at the last examination. The Moheshpore school, which has been marked for some years as an inefficient school, and has had its grant steadily reduced, at length passed one of its candidates last December in the third division.

123. In Chota Nagpore there are two aided schools. The Pandra school in Manbhoom, with a grant of Rs. 50, is liberally supported by the Maharani Hingan Kumari of Pandra, who not only contributes a large monthly subscription, but supplies food and clothing to poor students. The school passed only one candidate at the last examination, against three the year before. It had an increase of five pupils. The Pachamba school in Hazaribagh lost ten pupils; it has a grant of Rs. 40, and is mainly supported by Baboo Sidha Nath Singh of Karharbari. It passed only one candidate, against four in the previous examination.

The only aided school in Orissa is the Lakhannath school in Balasore. Its grant has been raised from Rs. 30 to Rs. 50. The school has to contend against the constant change of head-masters arising from the unhealthiness of the place. The Joint-Inspector reports it as honestly earning its grant. Every encouragement should be given to schools of this class in Orissa, in order to maintain and increase the supply of students in the Cuttack College.

124. Unaided Schools.—Schools of this class have, as before stated, risen from 63 to 64. Those in the Presidency Division show an increase from 16 to 17, owing to the withdrawal of two grants and the renewal of one. They passed 66 candidates, against 43 in 1878. In the Burdwan Division there are now 12 schools; three have been given up during the year, and one has been reduced. On the other hand the Chinsurah grammar school, and two schools in Hooghly and Burdwan, have been established and furnished returns. Two schools at Burdwan and Culna are maintained by the Maharajah of Burdwan, and one at Radhanagar by Babu Prasanna Kumar Sarbadhikari. The best is the Burdwan Maharajah's free school, which occupies at that station the place of a zillah school, and passed three candidates. The Culna Free Church school and the Seebpore school passed two candidates each. Of the two schools at Chinsurah the grammar school passed one and the Hindu school none. A school at Burdwan, according to the Deputy Inspector's report, "starts up once a year, some two or three months before the Entrance examination, for the purpose of granting certificates of eligibility to candidates rejected at the test examinations of other schools." It sent up eight candidates last year, all of whom failed. 'Bogus' schools of this class are most injurious to discipline, and the University has lately inflicted a fatal blow on them by the regulation that no candidate can be sent up by a school in which he has not read for six months; he must in that case appear as a private candidate with the Inspector's certificate. In the Rajshahye Division the only school of this class is the Maharani Surnomoye's school at Olipore, in Rungpore, which passed one of its candidates. Two more schools have been opened in the Dacca Division; they now number nine, or ten if the Comillah Maharajah's school (not returned) be included. The Pogose and Jagannath schools in the town of Dacca passed 18 and 11 candidates, respectively. The former school has now passed under the management of Babu Mohini Mohan Das. Nawab Abdool Gunny's school and the Rup Lall school, also in the town of Dacca, show considerable improvement; they passed seven and five candidates respectively. The Santosh Jahnavi school in Mymensingh passed five, and the Nasirabad school three; but these three had read up to the first class in the Mymensingh zillah school. Of the five schools returned in the Patna Division, only two need be noticed. These are the Maharajah's school at Doomraon and the Maharajah's school at Durbhunga, the latter having now been raised to the high class. No boy appeared from either school at the Entrance Examination. The character of the other three schools, all of which are in Bankipore, may be gathered from the fact that in the last four years they have sent up 113 candidates, of whom five have passed. There are two unaided schools in the Bhagulpore Division: the Barari school at Bhagulpore and the Mission school at Monghyr, each of whom passed a candidate. There is also the

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Monghyr city school, which furnished no returns and passed no candidates. In the Chota Nagpore Division there are no schools of this class, and in Orissa one only, the Cuttack Academy, with 83 pupils. It passed a candidate at the Entrance examination.

125. The usual statements with regard to the candidates at the Entrance examination are appended. The first shows the languages, in addition to English, in which the candidates were examined:—

Entrance Examination, December 1879.

	1878.	1879.
Latin	58	61
Sanskrit	1,245	1,350
Arabic	23	23
Persian	44	53
Bengali	460	413
Urdu	60	54
Hindi	25	25
Uriya	16	11
Armenian	4	4
Burmese	.....	2
Total ...	1,935	1,996

The increase, noticed for several years past, in the number of students taking up Sanskrit instead of Bengali at the Entrance examination, still continues. Some years ago the study of Bengali was much encouraged in high schools; but the University has steadily insisted on Sanskrit for the First Arts Examination, and candidates who take up Bengali find themselves at a serious disadvantage. It is partly on this ground that numbers of students in several colleges have asked to be allowed to read Latin for the First Arts. The Latin class in the Presidency College, taught by Mr. Percival, is much more numerously attended than at any former time. The same difficulty attends the study of Hindi and of Urdu for the Entrance.

126. The next table classifies the candidates according to their religion:—

Entrance Examination, December 1879.

Religion.	No. of candidates.	Number passed.			
		First division.	Second division.	Third division.	Total.
Hindus	1,771	82	326	270	678
Mahomedans	83	3	14	10	27
Christians	76	2	17	9	28
Others	66	4	18	13	35
Total ...	1,996	91	375	302	768

European and Eurasian (*i.e.* Christian) candidates appear to have gained no special success in this examination, notwithstanding the fact that the language in which they were examined was their mother-tongue.

127. The distribution of junior scholarships is here given. There is an increase of three in the total number awarded; two special scholarships having been created for the benefit of the Rungpore zillah school, and extra scholarships having been sanctioned for two pupils of the Burrisal and Monghyr zillah schools, with regard to whom a mistake had been made. On the other hand, the girls' scholarship, awarded in the previous year to Miss Kadumbini Bose of the Bethune School, was given on the last occasion to Miss D'Abreu, a pupil who passed the Entrance Examination from the Cawnpore girls' school; it is therefore not shown in this table. Miss D'Abreu obtained the permission of Government to hold her scholarship in the Bethune School.

Distribution List of Junior Scholarships, 1880.

Divisions.	First grade scholarships, Rs. 20 a month.	Second grade scholarships, Rs. 15 a month.	Third grade scholarships, Rs. 10 a month.	Total.	Number of scholarship-holders who passed the Entrance examination in the		
					First division.	Second division.	Third division.
Burdwan Division	2	6	12	20	14	6	.....
Calcutta	5	5	10	20	20	.....	.....
Presidency Division...	1	7	13	21	16	5	.....
Rajshahye "	.....	6	10	16	4	9	3
Dacca "	1	8	14	23	12	9	2
Chittagong "	.....	1	2	3	.....	1	2
Patna "	1	6	13	20	3	13	4
Bhagulpore "	.....	4	10	14	2	11	1
Orissa "	...	4	6	10	.....	7	3
Chota Nagpore "	.....	2	5	7	1	5	1
Total ...	10	49	95	154	72	66	16

More scholarships are held by students passing in the first division than in the year before. On the other hand, the number of those passing in the third division, to whom scholarships were awarded, is also greater; though no scholarship is awarded to candidates of that class in the advanced districts around Calcutta.

128. Middle English Schools.—The figures for this class are repeated—

	1878-79.		1879-80.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	6	820	8	926
Aided "	422	24,387	432	25,723
Private "	112	6,283	114	6,163
Total ...	540	31,490	554	32,812

The gain of two Government schools is thus explained. The State Railway school at Kurseong was opened in August 1879, and the Anglo-Hindi school at Darjeeling has now been classed as a Government school. The other six are these: two in Calcutta, namely, the English department of the model school attached to the normal school, and the Colinga branch school attached to the Calcutta Madrasa; the model school attached to the Patna Normal school; the Arrah model school, in which the English class is maintained at the cost of the pupils; the Bandarban school in the Hill Tracts of Chittagong; and the Bhootea school at Darjeeling. The Patna model school was formed by the amalgamation of the cheap English school, established by Sir George Campbell, with the existing vernacular model school; and the whole instruction was placed on a vernacular basis, English being taught only as a language. The measure was at first misunderstood, and many boys left the school. As soon as it was found that English was taught as well as the vernacular, the attendance rapidly increased; and the school now contains 170 pupils, or 50 more than in the previous year.

129. Among unaided schools there is a considerable increase, which is not shown in the table. Several in the Presidency Division, chiefly in Nuddea, have not furnished returns; while in the Burdwan Division 13 new schools of this class have come into existence. In the Rajshahye Division, four schools, formerly classed as unaided, have now received grants-in-aid. The Loknath school at Rampore Beauleah, and that at Bagdogra in Rungpore, are good schools of this class. The three unaided schools in the Chittagong Division are all good or promising schools, and have applied for grants. Four new schools have sprung up in the Gya district, and three in Patna; all opened in the hope of receiving grants. Four of those established in the previous year in Shahabad with the same object have ceased to exist, while two new ones have been opened. The five unaided schools in the Bhagulpore Division all exist in the hope of receiving grants. No grants can at present be given, on account of the small allotment made to Behar, the amount of which was determined by the requirements of the province some years ago. But, as I have before

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remarked, there are clear signs of the development of a strong demand for English education throughout the province, and this it will be necessary to meet. In Orissa there were three unaided schools in 1879, and two now; one having received a grant. In Chota Nagpore there are but two schools, one of which has not furnished returns.

130. Of the 432 aided schools, 83 are in the Presidency Division, 96 in Burdwan, and 106 in Dacca. There has been a net increase (that is, an excess of new over cancelled grants) of four schools in these three Divisions. The Rajshahye and Orissa Divisions have gained fiveand four schools respectively; the Division of Patna has lost two, and Chota Nagpore one. There is an increase of ten schools in all, which marks some recovery from the serious loss of 31 which resulted in the previous year from the active measures taken with regard to inefficient schools. No English schools, it may be noticed, whether high or middle, are aided in the town of Calcutta.

131. The net increase of ten schools is thus explained. Twelve grants have been cancelled, and 31 new grants given; eight middle have been raised to high schools, and two high schools reduced to middle; five middle English schools have been converted into vernacular, and three vernacular into English; while the Anglo-Hindi school at Darjeeling has been made the zillah school of the district. Besides all these changes, a number of vernacular schools, as will hereafter be explained, have added an English class, and will be ranked as English schools when they are sufficiently advanced.

132. The greatest activity has prevailed in the Burdwan circle, in which 11 new grants have been sanctioned and six withdrawn; four middle have been raised to high schools, and one high school reduced to a middle, as explained under a previous section; while two English schools, one in Burdwan and one in Midnapore, have been reduced to vernacular schools for want of funds to carry them on efficiently. The eleven new grants are:—Two in Burdwan, two in Midnapore, one in Howrah, four in Hooghly, and two in Bankoora. Of the schools whose grants have been cancelled four have been given up by their managers, namely, two in Howrah, one in Hooghly, and one in Burdwan; one in Beerbhoom has been amalgamated with a neighbouring high school; and only one punished for mismanagement in Midnapore. In the Presidency Division seven new grants have been given; three in the 24-Pergunnahs and four in Nuddea. One grant in Nuddea and one in the 24-Pergunnahs have been cancelled for continued inefficiency and mismanagement; a school in the 24-Pergunnahs lost its grant on its amalgamation with a neighbouring school; one at Chuadanga has been made a high school; two in Moorshedabad have been reduced to vernacular schools. In the Rajshahye Division six new grants have been given; one in Julpigoree, two in Rajshahye, and three in Rungpore; while one school in Dinagepore has been converted into a vernacular school. In the Dacca Division one new grant has been given, and the high school at Joydebpore reduced to the middle class. In the Chittagong district two middle schools have been raised to the high class, and one vernacular converted into an English school; a new grant has also been given in Noakholly. In the Patna Division one grant in Patna and one in Shahabad were cancelled, while a new grant was given in Sarun; the Dinagepore school was raised to the high class, and a vernacular school in Chumparun converted into an English school. In Bhagulpore there has been no change in schools of this class. In Orissa, four new grants have been given in the Cuttack district, and one vernacular school in the backward sub-division of Khordah has been raised to the English class. In Chota Nagpore the Purulia Mission school has been abolished.

133. A very large proportion of the middle schools in Bengal have now been reconstituted on a vernacular basis, in accordance with the orders of October 1877. I shall here give some account of the progress made, and of the opinions expressed by inspecting officers on this useful reform. In Burdwan the Deputy Inspector reports:—"The rule for placing middle English schools on a vernacular basis was enforced in most of the schools, and I am glad to say that the result has been on the whole satisfactory." The Deputy Inspectors of Bankoora, Beerbhoom, and Midnapore have submitted no special reports

on the reconstitution of these schools, but the Inspector states, from personal knowledge gained in his own tours, that in almost all the schools of these districts mathematics, science, history and geography are taught from Bengali books. The Deputy Inspector of Hooghly has not reported on the subject. In his district the measure is not quite popular. The managers of some schools, as those of Bagati, Bandel, and Haripal, would prefer a preparatory high English course to that fixed for the minor scholarship examination. One school, at Baidyabati, has adopted the zillah school course, and is likely to apply soon for conversion into a high school. The opposition to the measure appears to be strongest in Howrah. The Ramkrishnapore Bible school has not taken up the middle school course. The Satragachi school teaches the scholarship course in English. The people of Makurda, a village situated about six miles west of Howrah, are unwilling to place their school on a vernacular basis. The Mugkalyan school committee wish to re-convert their school to the high class and adopt the zillah school course. The Deputy Inspector of Howrah, in reference to the subject, writes, "an idea has most unfortunately got into the head of the public that boys taught in history, geography and science, through Bengali, could not possibly be taught well in reading, writing and speaking English." The Magistrate of Howrah, Mr. Badcock, observes:—"I think the people here have a prejudice against being taught history, geography, &c., in Bengali. The prejudice is unreasonable, and I think the practice should be persevered in." The Commissioner of Burdwan would summarily withdraw aid from any middle school refusing to accept the vernacular as the basis of instruction. Baboo Bhoodeb Mookerjee adds:—"With the exception of the few cases noticed above, I have not met with any obstacles in carrying out the sound views now adopted on the subject of middle English school education. I am under the impression that the prejudice against the measure, wherever it exists, has arisen rather from habit and preconceived ideas than from a rational appreciation of the sound principles of education. The earliest schools established in this country are the Government zillah schools, where all subjects are taught through the medium of the English language. These, in the eyes of the people, are the models after which all schools where English is taught should be constituted. I am sanguine in my hopes that the opposition now being met with will disappear in time, and that a day will come when not only all the middle, but even some of the higher English schools will be constituted on a vernacular basis, and the matriculation examination of the Calcutta University, excepting in English as a language, will be conducted in Bengali and other vernaculars of the country."

134. As an illustration of this last remark, I would draw special attention to an important experiment that is now being carried out in the Presidency Division. In March 1879 I made proposals to Government with the object of encouraging, here and there, the amalgamation of a vernacular school with a neighbouring high class English school; the proposed inducement being to allow the pupils of the vernacular department of the joint school still to compete for vernacular scholarships. I pointed out that such an amalgamation, besides having the advantage of economy, "would probably tend to the substitution of the vernacular for English throughout the lower classes of higher English schools; and thus we should take the first steps towards a reform which I believe to be as applicable to higher as to middle English schools." My proposals were sanctioned, and I was directed to notice the subject specially in future reports. Four schools have effected the amalgamation; those of Ranaghat, Meherpore, and Kooshtea in Nuddea, and Taki in the 24-Pergunnahs. The case of the Ranaghat school deserves particular notice. The five highest classes of the school read the ordinary Entrance school course without change. But the next four classes, the 6th to the 9th, which include the four highest classes of the old vernacular school, read the vernacular scholarship course, with the addition of English as a language for one hour a day. The two lowest classes, the 10th and 11th, which include also the lowest classes of the old vernacular school, read the vernacular only. "So far as has yet been observed," writes the Inspector, "nothing but good has followed the change. The number of pupils in the joint school is 50 in excess of the numbers before returned for both schools, and the fee receipts are larger. It is true that at Ranaghat no provision is made for those who wish to read the vernacular only; nor is it necessary, for at Ranaghat every pupil desires to read English also, as is shown by the fact that English teaching had been previously introduced into the

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middle vernacular school. The amalgamation is confessedly an experiment, and it is too early yet to say that it is an assured success; so far decidedly good effects have accrued. The pupils of the lower classes of the old higher English school are getting a sound vernacular training, and those of the old vernacular school are learning English more systematically, and are under better discipline, than before. The number of pupils has increased, the success at the vernacular scholarship examination is greater, and finally, the consolidated grant to the joint school is less than the sum of the grants before given." A proposal has also been put forward to effect a similar amalgamation in the case of the zillah schools of Baraset and Jessore.

135. To return to the question of the vernacular basis of middle schools. The Officiating Inspector of the Presidency Circle, Mr. Rowe, remarks that the change from teaching through English to teaching through the vernacular has not yet become popular; but that it only requires time for the benefits of the sounder teaching under the new system to be appreciated. The Deputy Inspector of Nuddea states that "subjects in history, geography, mathematics, and science are now quickly comprehended and learnt in the mother-tongue;" but he goes on to say that secretaries and managers would still prefer more English.

136. In the Rajshahye Division the Inspector quotes without comment the opinions of three of his Deputies. The Bogra middle schools have always been constituted on a vernacular basis; and the Deputy Inspector highly approves of the system, on the ground that the undeveloped capacities of young pupils are not overtaxed in the effort to acquire a knowledge of a new language simultaneously with a knowledge of the subjects forming the ordinary curriculum of the school. The Dinagepore Deputy Inspector is equally emphatic in his commendation of the new system, on the ground that the pupils are no longer "groping in the dark" in the effort to acquire knowledge; while the Deputy Inspector of Rajshahye is decisive in his condemnation of the system, on the ground that it has the effect of discouraging that considerable proportion of native students who are ambitious of appearing at the Entrance examination. But it has been shown over and over again that this class of students are numerically but a fraction of those who finish their education in the middle school; and also that, as the results of the University examinations prove, students so taught are at the finish better off than those who have been taught their subjects up to the middle standard through very indifferent English.

137. The Inspector of the Eastern Circle, who is himself favourable to the change, declares that it is undoubtedly unpopular among those affected by it. On the other hand, the Joint Inspector of the Chittagong Division remarks:—"There was very little opposition, so far as I have been able to ascertain, on the part of the managers of the schools in this Division to the carrying out of the orders placing middle English schools upon a vernacular basis. On the contrary, considering the fact that most of the pupils of such schools do not go up to the highest class, the system introduced by those orders has doubtless been a great advantage, apart from the circumstance that, when taught through the medium of the vernacular, the standard in history, geography, mathematics, and science is mastered sooner than when taught through English. The defect in the knowledge of English may, in the case of those that join higher English schools, be easily made up by a slightly longer continuance at those schools."

138. Writing of the Patna Division, Babu Bhoodeb Mookerjea says that "the scheme makes its way slowly, but its ultimate success can be confidently predicted. Although some guardians of pupils, who sent boys to middle English schools for the sake of the English teaching imparted in them, showed signs of discontent, the measure is one that cannot fail to win their approval when the results of the more efficient teaching through the vernacular become better known." The Inspector also fully endorses the following observations of the Assistant Inspector of Bhagulpore, Babu Radhika Prasanna Mookerjea, on the same subject:—"So far as the actual teaching of all subjects but English through the medium of the pupils' vernacular was concerned, the orders have been fully carried out in Behar; the text-books in science, history, geography, and mathematics, prescribed for the different classes of middle English schools, being all in the vernacular. There was still a tendency in some

sub-divisional schools, such as Arraria, Banka, and Dumka, to carry on a portion of the instruction through English; and so long as the supply of vernacular teachers continues so unsatisfactory as at present, it was not desirable to make any change of system.

"In reference to the character of the reform there can now be but one opinion; that it replaces bad teaching through a foreign tongue by effective teaching through the students' vernacular is not its only merit. It serves to reduce the cost of establishment by replacing English teachers on comparatively high pay by pundits on lower salaries. In Behar, however, both vernacular and English masters are, as a rule, much inferior in attainments to their fellow-workers in Bengal, the degree of inferiority being more marked in the case of the former. In carrying out the reform, therefore, English teachers were not generally removed to make room for pundits, but they were required to teach through the vernacular such subjects as would in Bengal devolve on the specially trained pundits from normal schools. By the time the Patna normal school fulfils its function of training pundits for middle schools, some further change may be carried out in the instructive staff of middle English schools. At present, when an application for a middle English grant comes up for revision, care is taken to see that the proposed scale of establishment provides for the reconstitution of the school on a vernacular basis."

139. The Joint Inspector of Orissa, in which Division the change has now been fully carried out, thinks it "still too early to estimate the ultimate effects of the Government orders placing middle English schools on a vernacular basis, but the system has already acted very beneficially. The only fact in this connexion to which the attention of inspecting officers has been frequently drawn is the difficulty of properly managing the English teaching in all the classes by a single teacher. This difficulty can be removed by entertaining two English teachers and two pundits wherever practicable. At all events, such an arrangement has been found indispensable in the sub-divisional middle English schools, which are comparatively better developed than other schools of their kind." (Such a proportion is, in fact, regularly observed in the sanctions of this office:—one English teacher out of a staff of three, two English teachers out of a staff of four or more.) "As regards efficiency, the new system has imparted a very healthy tone to the middle English schools, and the unfavourable contrast which these schools have hitherto presented to middle vernacular schools in respect of soundness of instruction will have ere long ceased to exist." Babu Radhanath Rai adds that the introduction of the reform has been slow and gradual, so as to enable schools to adapt themselves to the new system without that serious damage to their constitution which a sudden transformation would have entailed.

140. To the opinions above expressed I need add nothing. My own views on the character of so excellent a reform were expressed at length last year, and they received the full support of the Governments of Bengal and India.

141. The middle English scholarship examination of 1879 was the first under this system; the subjects of examination comprising the full vernacular scholarship course, with the addition of English as a language. The results are shown in the following table:—

Middle English Scholarship Examination, 1879.

Division.	Total number of Middle English Schools on the 1st April 1879.	Number of Schools which sent candidates.				Number of Schools from which candidates passed.				Number of candidates who competed.	Number passed in the—				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First Division.	Second Division.	Third Division.	Total.	
Presidency	112	...	71	3	74	...	52	2	54	236	3	19	74	96	20
Calcutta	8	2	...	...	2	2	...	...	2	14	4	2	3	9	4
Burdwan	116	1	71	10	82	1	62	7	70	232	18	44	110	172	17
Rajshahye	53	1	28	5	34	1	26	5	32	111	7	23	47	77	14
Dacca	122	...	62	5	67	...	46	3	49	143	6	18	64	88	18
Chittagong	16	1	5	...	6	1	4	..	5	14	...	3	5	8	3
Patna	56	5	29	4	38	5	20	2	27	128	3	18	52	73	19
Bhagulpore	23	3	14	1	18	3	13	...	16	34	1	6	14	21	10
Chota Nagpore	18	...	8	...	8	...	5	...	5	19	...	2	5	7	6
Orissa	16	...	11	1	12	.	10	1	11	45	1	21	19	41	8
Total ...	540	13	209	29	341	13	238	20	271	976	43	156	393	592	119

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142. In the previous year the total number of schools of this class which sent candidates to the examination was 315; they are now 341. The number from which candidates passsed was 266; they are now 271. The number of successful candidates was 594; they are now 592. The general result is that a considerably larger number of schools thought themselves up to the new standard; that a few more did actually reach the standard; but that the number of successful candidates was a trifle less than in the previous year. The number of successful candidates decreased in Calcutta, and in the Presidency, Dacca, Chittagong, Patna, Bhagulpore, and Chota Nagpore Divisions; the loss reaching 21 candidates in Bhagulpore, but not exceeding five in any other Division. In Bhagulpore there were exceptional causes at work; the examination having miscarried in the two most important districts of the Division, namely, Monghyr and Bhagulpore, owing to the neglect of obvious precautions by local officers, who have been visited with departmental punishment. The examination, quashed in November, was held over again in February, but meanwhile the candidates had been away from study for three months, and their wholesale failure is not to be wondered at. With regard to the other Divisions it should be noticed, in the first place, that the character of the examination being entirely different from that of the former year, any comparison is to a great extent misleading. In the second place, the schools began to be set upon their new footing in January 1878, and the reorganization went on throughout that year. Some schools were slower than others in meeting the emergency. When their first-class pupils, who up to December 1877 had been learning English and no vernacular, had to go up in October 1879 to an examination which comprised the full vernacular standard, they were unquestionably placed at a disadvantage. In the vernacular they had to compete with boys who had for years been studying that language exclusively under well-trained pundits; while their English reading had latterly been confined to one or two hours a day, instead of the four or five hours which candidates of previous years had spent over English books. That the loss has been no greater shows the ease, and even the success, with which the change has been carried out.

143. In the Burdwan Division the result was especially satisfactory. Owing to the fact that some of the best middle schools of the Division had been converted into high schools just before the examination, and therefore sent no candidates, the number of successful schools fell from 74 to 70. Yet in spite of this and the other general causes just named, the number of successful candidates rose from 152 to 172. Where vernacular education is concerned, the Burdwan Division has the conspicuous advantage of being the field to which the pundits trained in the normal school at Hooghly look for employment. All the pundits were at once taken up by middle schools, and provision could have been found for more—facts which led the Government to increase the stipend grant in that school by 50 per cent.

The schools in the Divisions of Rajshahye and Orissa also passed more candidates than the year before, the increase being 13 and 5 respectively.

144. The standard in English at the examination of 1879 was much the same as in previous years, no reduction being made on account of the smaller quantity of English which the candidates had read in the last two years of their course. It was indeed anticipated, when this question was first discussed, that the standard in English would have to be considerably lowered when the system was in full operation; and this has been the main source of the opposition to the change. But I am informed by the most experienced officers that there is little ground to anticipate any great reduction. The pundits under whom the boys now chiefly read are more capable teachers and more strict disciplinarians than those whom they have replaced. A higher standard of teaching has been established, which reacts upon the whole school, and affects all subjects, English included. A further, though incidental, advantage is that the standard of English will probably be more strictly applied in examinations under the new system. The examiners, knowing that a candidate, even if he fails in English, will be eligible for the vernacular scholarship or certificate, will give less grace in doubtful cases. In former years, if a candidate failed to get pass-marks in the English paper he was plucked, notwithstanding any excellence in other subjects, and this may have sometimes led examiners to be lenient when leniency was hardly justified. No such doubt should attach to these certificates in future.

145. The scrutiny of inefficient schools continues to form the most important part of the duties of inspecting officers. In the last report it was explained that by an 'inefficient' school was meant an old-established school, with a sufficient grant, whose pupils had either not appeared or had altogether failed at the last examination, and at one or both of the two preceding years; and it was explained in that and in the previous report what measures had been taken to put these schools on a more efficient footing. The complete operation of these measures will necessarily be a work of time, since they often involve the reconstitution of the school from the top to the bottom, the change of its class, or its transfer to some other site; and the fruit of these changes cannot be looked for at once. But the general result since 1877 is the following:—In 1877 308 schools competed at the middle English examination, and 247 successfully; in 1878 315 schools competed, and 266 successfully; in 1879 341 competed, and 271 successfully. With regard to the schools that are still inefficient, a great point is gained by having on record from year to year a complete account of each, with the causes of its failure. As before, I give a summary of the inefficient schools (as above defined) in some of the leading districts.

146. In the Presidency Division the following account is given of the schools that sent no candidates to the middle scholarship examination.

24-*Pergunnahs.*—Of 31 aided middle English schools, eight sent no candidates. One of these, the Nebadhoy school, was exempted from preparing candidates for the examination, provided it could make the standard of its first class equal to that of the third class of a high English school. This, however, it has failed to do, and the school is to be reconstituted on the regular scale. The other seven schools are noticed below:—

Bowali	The school was closed for some time, and the grant suspended, but has again been restored under new managers.
Narayanpore	These two schools have both had their grants suspended pending amalgamation; the former has been restored.
Bhatpara	
Diamond Harbour	The grant was suspended for mismanagement, but restored under a new committee in 1879.
Garifa	Grant sanctioned in 1879.
Nalta	New school; grant lately reduced.
Ghatesvara	Grant withdrawn for mismanagement, but subsequently restored to other managers.

Nuddea.—Only three aided schools sent up no candidates:—

Baganchra	Grant suspended; to be reduced to middle vernacular.
Habibpore	New establishment formed on a vernacular basis.
Jaguli	New school.

Jessore.—In this district, too, only three schools failed to send in competitors:—

Bonogram	Sent up candidates in 1877 and 1878, and passed one in 1878.
Harinakundu	Much reduced in numbers by epidemic fever, but is not a badly managed school.
Roygram	To be reduced to middle vernacular.

Moorshedabad.—Out of 14 aided schools only seven competed. One, however, at Talibpore, passed three candidates by the middle vernacular scholarship standard; another, that at Islampore, passed one. The others are mentioned below:—

Aurangabad	Has done well in previous years, and requires no change.
Choa	Grant restored in 1878; is allowed another year's trial.
Choitanyapur	Reduced to middle vernacular.
Patkabari	Is in an unsatisfactory condition; grant suspended.
Roypur	To be converted into middle vernacular.

Another school deserves notice for inefficiency, viz. that at Azimgunge. The main supporter of the school is the well-known banker Rai Dhunput Singh Bahadoor. The head-master had been so often taken from his work to be

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employed in other matters that the Inspector was compelled to suspend the grant, which still remains in abeyance.

147. Of the schools in the Burdwan Division that failed at or did not send candidates to the examination, eleven had been established within a year, and four more within two or three years. Eleven schools failed for the first time, some of whom had not the requisite number of vernacular teachers, a want which has since been partly supplied. There remain ten inefficient schools.

(1) *Khattra.*—Government grant Rs. 20; local contributions Rs. 20. This school has been lately transferred from Manbhoom to Bankoora. At the last examination of the Presidency circle it was not successful. The Deputy Inspector reports that it was in a disorganized state, and that it has lately been reconstituted and better teachers appointed.

(2) *Bolgona, in Burdwan.*—Government grant Rs. 20; local contributions Rs. 36. Till the close of the year 1877 it was in a disorganized state. It has since been placed under proper management, and competent teachers appointed. It was reported last year that as the boys were mere beginners, there was no chance of candidates being sent up to the middle English scholarship examination for two years.

(3) *Gogras, in Midnapore.*—Government grant Rs. 20; local contributions Rs. 36. The school was situated in a fever-stricken village, which reduced the attendance to ten or twelve boys. The Government grant was suspended for some months. In September last a new committee was organized and the school removed to a village about a mile distant. A new school-house is being built, and competent teachers have been appointed.

(4) *Henria, in Midnapore.*—Government grant Rs. 20; local contributions Rs. 37. This school has also suffered much from malarious fever, so that there were no pupils in the higher classes. A competent head-master has been appointed.

(5) *Bandel, in Hooghly.*—Government grant Rs. 16; local contributions Rs. 70. On account of its proximity to the Hooghly branch school, boys do not generally read up to the highest class. The managers of the school (the Portuguese Missionaries) think that it has been much injured by being placed on a vernacular basis.

(6) *Bagati, in Hooghly.*—Government grant Rs. 36; local contributions Rs. 66. It sent up one unsuccessful candidate to the last examination. The new committee are in favour of the introduction of the zillah school course.

(7) *Khamargachi, in Hooghly.*—Government grant Rs. 24; local contributions Rs. 41. The school is situated in a fever-stricken village. It passed one candidate in 1878 and none in 1877 or 1879. The proprietor, Baboo Joy Kissen Mookerjea of Uttarpara, has appointed a local committee to look after the school.

(8) *Dwarbasini, in Hooghly.*—Government grant Rs. 26; local contributions Rs. 44. This village is also fever-stricken. It is kept up by Baboo Joy Kissen Mookerjea of Uttarpara, who has now placed the school under a local committee. It passed one candidate in 1878.

(9) *Pandua, in Hooghly.*—Government grant Rs. 20; local contributions Rs. 41. This school passed one candidate in 1878. Last year it had no pupils in the first class. The school was originally established for the benefit of the Mahomedan population of the village, and is still kept up with that view.

(10) *Telinipara, in Hooghly.*—Government grant Rs. 30; local contributions Rs. 64. This school passed one candidate in 1878 and none in 1879. The teachers took advantage of the absence of the proprietor and neglected their work. All of them have been removed, and a new committee appointed.

148. The Inspectors of all other circles have given full accounts of the middle English schools under their supervision, both successful and unsuccessful. With regard to the aided English school at Bauleah, in Furreedpore, which applied for a building grant, the Magistrate wrote in support of the application:—"The whole neighbourhood is inhabited by a large number of illiterate Kayasths, who, not being able to earn their living in the way usual in their caste, have taken to thieving and dacoity and commit depredations

over all the districts of Eastern Bengal." A grant-in-aid school had been in existence there for some years, but it was never likely to succeed, and it is now proposed to establish a model school, with or without the addition of an English class, in the hope of reclaiming these people from their evil ways and giving them the means of earning an honest living. In the similar case of a model school in the Patna district, the Deputy Inspector recommended the removal of the school on the ground that the inhabitants of the village were given to lying and every form of dishonesty and fraud, forgetting apparently that the Department of Public Instruction could hardly justify its existence unless it was believed that education had some effect in introducing and maintaining a higher standard of conduct.

149. With regard to the middle English schools in the Chittagong Division, the Joint-Inspector points out that, while in other parts of Bengal an appreciable though a small proportion of the pupils in middle schools look forward to a high English education, yet in Chittagong the population from which these schools are recruited mainly consists of Mahomedan cultivators, small tradesmen, boatmen, and the like, who have no regard for a high, and very little for a middle class, education. The majority leave school in very large numbers before reaching the first class, with a sort of complacent feeling at having advanced so far. The number of students in the first and second classes being thus very small, the results of the departmental examinations are necessarily poor. The inference which Baboo Dinonath Sen draws from these facts is, that we should carefully foster the growth of middle-class schools and judge of their success with some degree of forbearance. As I have elsewhere remarked, the facts seem to furnish an argument for keeping up the more promising of these schools in the face of all difficulties, in the hope that a desire for a better standard of education may hereafter arise.

150. The Joint Inspector points to some further difficulties in connexion with middle English schools. "According to present arrangements, a passed student of the normal school is a necessity in a middle English school in addition to the English teacher. Those middle English schools, therefore, which managed before with an English teacher and an indifferent guru to help him, now find it difficult to conform to the new state of things with their old resources. On the other hand, by the continued failure of the higher English schools of the Division to pass a large number of boys at the Entrance examination, undergraduates cannot now be had for service in middle English schools on the same terms as before. The grants to these schools, again, have gradually been reduced during the past few years. The result of all these circumstances has been that most of the middle English schools of Chittagong were without competent head-masters for long periods during the past year, and some are still in that condition. The Deputy Inspector says that not only were there no competent candidates in the district, but after repeatedly writing to the Inspector of Schools at Dacca, and notifying the vacancies in the papers, he could not get competent men to apply for the posts on Rs. 25 a month. Some who did apply failed at last to join when they were appointed. The bad reputation of Chittagong as an unhealthy place, and its distance from Dacca, together with the difficulty of communication, very much stand in the way of our getting teachers from other districts." One of the chief objects in establishing a second grade college at Chittagong was to ensure a supply of teachers for the middle English schools of the Division. It is to be hoped that the increased success of the high class schools in future years will provide the college with a sufficient number of pupils to meet this want. It may be necessary to increase the rate of aid to some extent in order to enable the schools to offer better rates of pay to English teachers; and, partly with this object, a considerable increase has recently been made to the grant-in-aid allotment of Chittagong. The difficulty of getting teachers is also prominently noticed in the report for Orissa, where the number of educated natives is so small, and the appointments open to them are so numerous, that it is difficult to attract competent men to the work of teaching. Of 20 middle English schools in the Division, as many as eight have head-masters who have not passed the Entrance examination. The Patna normal school now trains English as well as vernacular teachers—a useful and

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much-needed requirement, which will go far to improve the status of the middle English schools of Behar.

151. The Inspectors generally give full accounts of the middle English schools which passed candidates for the vernacular scholarship certificate, for which they have now for the first time been permitted to compete. The privilege is an unquestionable boon to the students of middle schools, and has the obvious advantage of inducing them to pay as close attention to their vernacular as to their English subjects. But a more important change, which now also for the first time came into operation, was the permission accorded to Government or aided vernacular schools, with the Inspector's concurrence, to add at their own expense an English class, with the view of sending candidates to the examination for middle English scholarships. In the Presidency Division 28 vernacular schools have added an English class, of which nine are in the 24-Pergunnahs, five in Nuddea, and 14 in Jessore. In the report of last year were described the vigorous measures of reduction and reform that had been carried out in 1878 in the district of Jessore with regard to inefficient English schools, a very large number of which were reduced to the vernacular class. The figures given above show the beneficial results of those measures. The Inspector states that English teaching is allowed in no school that has not a thoroughly efficient vernacular staff. If this be so, it follows that 14 inefficient English have been replaced by as many efficient vernacular schools, and that these are now again in process of conversion to the English standard on a new and more effective footing. Five vernacular schools in Jessore sent candidates to the middle English examination; three of these passed pupils by the English standard, one by the vernacular standard, and one failed altogether. "The Govindasarak school at Kishnaghur," writes the Inspector, "gives a good example of the increasing desire for English education in middle schools. The Secretary, Professor Umesh Chandra Dutt, is well able to appreciate the advantages of a sound training in the pupil's mother tongue, and has hitherto refused to introduce English into his school. But he found the desire for English had become so strong that the best pupils generally left the school from the fourth class, in order to join one of the English-teaching schools of the town, and the fees of the school, its principal support, were seriously diminished. He has accordingly, with my approval, introduced the study of English for an hour a day; no extra cost to Government will accrue. The school, so successful when teaching nothing but Bengali, will, I believe, in no way be injured by the addition." In the Burdwan Division 33 schools have added an English class; two of these passed candidates at the middle English examination In the Rajshahye Division I hear of only one school of this kind, the model school in the sudder station of Bogra. In the Dacca Division four vernacular schools competed with success at the last middle English examination, passing seven pupils. In Behar the privilege of learning English in addition to the vernacular has been warmly welcomed, and has proved to be the means of overcoming the one difficulty and danger under which middle schools in Behar have long laboured,—the utter indifference of the people to vernacular education. While in Bengal the measure was called for in the course of natural development, in Behar it was a safeguard against rapid and inevitable decline. The model schools have introduced English classes in large numbers: two in Gya, six in Shahabad, six in Sarun, five in Mozufferpore, and two in Durbhunga. At the last examination two aided vernacular schools in Patna sent candidates, one being successful; in Gya the Jehanabad model school passed a candidate; in Shahabad two model schools sent 11 candidates, of whom eight passed and one gained a scholarship; in Sarun one model school passed a candidate; in Chumparun one candidate from an aided school appeared, but failed. In the Bhagulpore Division English classes have been opened in four model schools in Monghyr; in Bhagulpore five, and in Purneah two. Three of these sent up candidates to the last middle English examination, besides two aided primary schools. Two conversions of the same kind are reported from Chota Nagpore, and one from Orissa, though proposals have been made in a few more cases.

152. One result, anticipated from the present orders about middle education, is the necessity of revising the existing system of middle scholarships, which was

framed at a time when the constitution of English and of vernacular schools were widely different. But under present arrangements every middle English is also a middle vernacular school, and every candidate from such a school is a competitor for scholarships of both kinds. Any vernacular school can convert itself into an English school with no difficulty and at little cost. It is no longer a question of reorganizing the school throughout; the best vernacular school is *ipso facto* the best fitted to become an English school, and to send candidates for both scholarships. But the position of the successful candidates at the two examinations is by no means identical. The boy who wins a vernacular scholarship gets Rs. 4 a month for four years and pays no fees at the zillah school. The holder of an English scholarship gets Rs. 5 a month for two years and pays the full fee. The difference is hardly justified by the relative attainments and position of the two scholars; and the consequence is that all the best boys in English schools are now declaring for vernacular scholarships. The question is one of some difficulty, if full regard be paid to the relative claims of English and vernacular education. On the one hand, good English schools are now good vernacular schools with a valuable element added; in respect of such addition they, therefore, and the students reading in them, deserve every encouragement. Further, we desire to offer efficient vernacular schools all reasonable facilities in opening English classes; but if we reduce unduly the value of the English scholarship, we deprive them of the chief inducement which it is in our power to hold out. On the other hand it may be argued that, while the knowledge of even a little English is, under the present circumstances of the country, a valuable acquisition to one whose education ends at the middle standard, yet that all those pupils of middle schools who desire a higher education—that is, practically all middle scholarship-holders—should be induced to get, while yet in the middle school, the soundest possible education through the vernacular, and leave the study of English to the zillah school, where they will have better teachers and a better system of instruction. The orders of Government will be solicited on this point shortly. Meanwhile I may observe, in illustration of the wide bearing which this question has, that one of the amalgamated schools referred to in a previous paragraph has applied for permission to send the pupils of its vernacular department, no longer to the middle vernacular, but to the middle English scholarship examination; from which it will be gathered that whatever orders are now passed may have some influence on the constitution even of high English schools.

153.—MIDDLE VERNACULAR SCHOOLS.—The numbers are again given—

	1878-79.		1879-80.	
	Schools.	Pupils.	Schools.	Pupils.
Government	172	9,305	175	9 977
Aided	783	38,601	820	40,283
Private	106	4,701	90	4,302
Total ...	1,061	52,607	1,085	54,562

The gain of three Government schools has been brought about in this way. One new model school has been opened in Monghyr and one in Bhagulpore; two lower schools in Noakhali have been raised to the middle class; while the practising school attached to the normal school at Rampore Bauleah was closed on the transfer of that institution to Rungpore. A model school in Burdwan was transferred to Furreedpore.

154. The increase of 37 in the number of aided vernacular schools has been already explained as having been caused by the inclusion under this head of 39 Sanskrit tols aided from the primary grant. Putting these aside with their 239 pupils, there is a net loss of two schools, with a gain of 1,443 pupils. The decrease is caused by a loss of 13 in the number of grant-in-aid schools, met by a gain of one middle school aided from the primary grant, and of ten circle schools raised to this class from lower schools. The proper classification of tols has always presented some difficulty. The 333 unaided schools returned as tols for the whole of Bengal differ in themselves as widely

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as a primary differs from a middle school; and that divergence cannot be represented by the classification in force for regular schools organised according to departmental standards. Most inspecting officers return them as primary schools; but the aided or unaided tols of Burdwan, Nuddea, and Dacca, that either are now, or have all along been, classified as middle schools, teach to a standard in Sanskrit which is much higher even than that in first grade normal schools. Measures will be taken in future to remove this source of confusion.

155. The net loss of 13 grant-in-aid schools has been brought about by steady adherence to the system of withdrawing grants from those schools that are not merely inefficient, but hopelessly inefficient; and also from those which have been convicted of serious misbehaviour. The loss, which has not yet been fully recovered by grants to new schools, is distributed as follows:—

		Schools in 1879.	Schools in 1880.	Loss or gain.
Burdwan Division	... ...	135	128	—7
Presidency "	... ...	145	139	—6
Calcutta	... ...	5	4	—1
Rajshahye "	... ...	97	101	+4
Dacca "	... ...	122	114	—8
Chittagong "	... ...	10	11	+1
Patna "	... ...	8	6	—2
Bhagulpore "	... ...	15	19	+4
Chota Nagpore "	... ...	10	11	+1
Orissa "	... ...	19	20	+1
	Total ...	566	553	—13

In the Burdwan Division there is really a loss of ten schools, owing to an error in the returns of the previous year. Seventeen grants were cancelled (ten being withdrawn for failure, two upon amalgamation, and five given up by the managers), and two schools were reduced to the lower class. Also six new grants were sanctioned; two middle English schools reduced to vernacular; and one added to the Division by change of boundaries.

The loss of six schools in the Presidency Division has arisen from sweeping reductions in the district of Moorshedabad, in which 13 schools were brought down to the class to which they really belonged—that of lower vernacular schools—and three were abolished. In the 24-Pergunnahs four grants have been cancelled for inefficiency, and eight new grants sanctioned. In Nuddea the middle vernacular school at Meherpore has been amalgamated with the high English school and the grant withdrawn. In Jessore a middle vernacular has been converted into an English school.

The loss of three schools in the district of Dacca, of two in Furreedpore, and of three in Mymensingh, are ascribed to the scarcity that prevailed through a great part of the Division throughout the year.

In the Chittagong Division middle vernacular education languishes owing to the indifference of the people. The slight increase of one school in Noakholly is due to the rise of a lower school to this class.

In the Patna Division the loss of two vernacular schools has been caused by the conversion of one into an English school, and the amalgamation of another with its neighbour. The indifference of the people to purely vernacular schools is sufficiently shown by the fact that, in the whole of the Patna Division, there are only six schools of this class maintained by grants-in-aid. But there are 25 middle vernacular schools supported from the primary grant, and no less than 41 Government model schools, a large number of which have now added English classes. It is expected that the recent orders for the encouragement of the Hindi language, added to the permission to add English classes to vernacular schools, will lead to a rapid extension of middle vernacular education in Behar on the grant-in-aid system.

In the Bhagulpore Division one school in Maldah was closed owing to the encroachments of the Gánges. Five new schools have been aided,—two in the Sonthal Pergunnahs and three in Maldah,—so that there is no increase in the Behari districts of the Division. There are 22 middle vernacular schools

maintained from the primary grant, and 24 model schools; without these the Bhagulpore Division would be very poorly off.

In Chota Nagpore nine out of the eleven aided schools are in the Bengali district of Manbhoom: the other two are in Lohardugga. Four model schools in Hazaribagh and three in Singbhoom are the only schools of the class in these districts. There are no middle schools aided from the primary grant in the Division.

In Orissa there has been an addition of one school in Cuttack, and a loss and gain of one in each of the other two districts. As in Chota Nagpore, there are no middle schools aided from the primary grant.

156. Circle schools are almost exclusively confined to the Presidency Division and to Eastern Bengal. Their number has slightly increased; but, as stated in an earlier paragraph, there has been a marked advance in their status. There are 116 middle vernacular schools, against 106 last year; 114 lower schools, against 92 last year; while the number of primary schools has fallen from 89 to 60. The circle schools of Eastern Bengal are, as they have long been, far in advance of the rest. Out of a total number of 153 in the Dacca Division 88 are in the middle and 36 in the lower vernacular class, against 82 and 34 in the year before. Of 17 in the Chittagong Division there are 12 in the middle and 4 in the lower class, against 8 and 6 in 1879. It is only in the district of Backergunge that the circle schools are badly spoken of, the pundits being incapable men of long service and great age, who are to be shortly replaced by others. In other districts these schools take a very high place at the departmental examinations. The circle schools in the Presidency Division are recovering from the depression noticed in previous reports. The number of middle schools remains the same, but 28 primary schools of last year have now advanced to the lower class, and the numbers now are 14 middle schools, 70 lower, 30 primary. A large number of circle schools throughout the Division have been transferred during the last three years to the most backward localities; and the Inspector notices that one in Nuddea has been placed in a region inhabited by the Bediahs,—a class of professional thieves, whose children are mostly trained up to their ancestral calling. At school they have turned out to be specially sharp at arithmetic.

157. Middle schools aided from the primary grant are 112, against 111 last year. The details of the changes that have been made will be noticed under the head of primary education. It is here sufficient to say that a diminution of 13 schools of this class in the Presidency Division has been met by a small increase in each of the Divisions of Burdwan, Dacca, Chittagong, and Bhagulpore.

158. The following table gives the results of the middle vernacular scholarship examination:—

Middle Vernacular Scholarship Examination, 1879-80.

Division.	Total number of middle Vernacular schools on the 1st April 1879.	Number of schools which sent candidates.				Number of schools from which candidates passed.				Number of candidates who competed.	Number of candidates passed in				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First Division.	Second Division.	Third Division.	Total.	
Presidency	238	10	122	4	136	8	71	2	81	406	6	33	108	147	28
Calcutta	6	1	4	2	7	1	4	.	5	50	11	15	14	40	9
Burdwan	174	22	123	6	151	21	100	6	127	432	42	112	164	318	24
Rajshahye	142	17	87	9	113	14	60	8	82	314	5	47	123	175	27
Dacca	241	4	214	10	228	4	143	7	154	583	18	94	218	330	35
Chittagong...	25	4	20	2	26	1	11	1	13	73	...	5	19	24	9
Patna	106	38	29	16	83	33	23	13	69	296	6	30	145	181	41
Bhagulpore	70	20	29	3	52	16	22	...	38	159	1	23	54	78	25
Chota Nagpore	28	8	10	1	19	5	7	..	12	58	1	7	19	27	15
Orissa	36	13	21	1	35	12	20	1	33	119	20	41	42	103	14
Total ...	1,061	137	659	54	850	115	461	38	614	2,490	110	407	906	1,423	224

159. The general results of the examination are as follows. At the beginning of the year there were 172 Government vernacular schools; 137 of these sent candidates to the examination, and from 115 schools candidates passed. The number of aided schools was 783; of these 659 competed, and

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461 with success. Private schools were returned as 106. Of these 54 competed, and 38 successfully. In all 850 schools sent candidates to the examination, and from 614 of these schools candidates passed. In the previous year there were 837 competing, and 597 successful schools.

160. It must, however, be noticed that the number of successful candidates was 118 less than in the previous year, when 1,541 candidates passed the examination. This unsatisfactory result has been brought about by a remarkable decrease in the number of successful candidates in Eastern Bengal, and in the Bhagulpore Division. In Bhagulpore the loss of 43 arises from the fact already noticed, that the examinations in the districts of Bhagulpore and Monghyr had to be set aside, and a further examination held three months later. In the Division of Dacca there was a loss of 155, and in Chittagong of 17 successful candidates. The decrease was found in every district and in every class of schools throughout the two Divisions, which are examined by the same papers. The unanimous statement of the local officers that the questions were far above the ordinary standard of difficulty must be accepted as the only reasonable explanation of so widespread a failure. Such variations of standard are much to be regretted; but their occasional occurrence is, perhaps, an unavoidable incident of the system of separate examinations for each circle. The alternative system of a central Board of Examiners for all Bengali districts would remove this source of uncertainty, and that question is under consideration; but there would be obvious difficulties arising from the number of candidates, which might lead to hurtful delay in the issue of the results and the award of scholarships.

161. In the rest of Bengal there was a satisfactory increase of 58 successful schools and of 87 successful candidates. In the Burdwan Division the number of successful schools and candidates increased by 29 and 41 respectively. The number of unsuccessful schools has diminished in almost every district of that Division; but the number is still large, especially in the districts of Hooghly and Midnapore, where malarious fever has prevailed for years. In the Presidency Division there is a loss of 11 candidates, due to the failures in Nuddea and Jessore. In Nuddea the unusual floods interfered with the success of those schools to which the pupils had to walk across the fields. The perennial difficulty in Jessore is the unpopularity from which that unhealthy district suffers in the estimation of pundits; they are reluctant to come, and refuse to stay. There is a further, though temporary, difficulty which has arisen from the large reduction of middle English to vernacular schools two years ago. The English teachers were, out of compassion, allowed to remain in the schools and teach the vernacular subjects. They have taught them very badly. In the Rajshahye Division there is a general and satisfactory increase of 20 schools and 38 candidates above the numbers of the previous year. The district of Pubna is a long way ahead of the rest in vernacular education; Dinagepore is a long way behind them. In the Patna Division there is a slight gain both of successful schools and of successful candidates. As in the previous year, the examination was conducted by question-papers which were translations of those set in the much more advanced Division of Burdwan. Also as in the previous year, an allowance was made by the Inspector in the marking, in order to bring the two sets of candidates more nearly together. The examiners report that they "are of opinion that the students have generally acquitted themselves better than in the preceding year. There is a marked improvement in the Hindi handwriting of the examinees. It is very gratifying to observe that all the Hindu students of the vernacular schools of Behar now read and write Hindi with tolerable correctness, while only five years ago the whole province did not send up more than one or two candidates in Hindi. Some Mahomedan pupils in each district have taken up Hindi, and not Urdu, as their vernacular." Though vernacular education appears to be making some little progress in Behar, the vernacular scholarship-holders reading in high schools continue to be unfavourably reported on. Out of 12 vernacular scholars in the zillah schools of the Patna Division only 33 occupy a good position in their classes: the rest are characterised as moderate, indifferent, or bad. In the Bhagulpore Division five-sixths are similarly described. Until the teaching in middle schools improves, the outturn of scholars will continue to be unsatisfactory. Among the districts of Chota Nagpore, Manbhoom is the only one that passed a larger number of candidates than in the year before. In the other districts the number

of middle vernacular schools ranges from 3 to 6; of competing schools from 2 to 5; and of successful schools from 1 to 5. One Government school for Mahomedans in Hazaribagh, in which only Urdu is taught, has never been successful, and is now to be transferred. In another Government school in Singbhoom, situated in a purely Uriya village, only Hindi has hitherto been taught. There is another Government school in the same district which has not passed a candidate since 1868. But it is situated in the heart of the Kolhan, amongst a very poor but interesting people, and there is some hope of its even yet attaining the standard. The vernacular schools of Orissa passed 15 more candidates than in the previous year—a result which, as the Joint-Inspector writes, "completely justified the reformatory measures introduced with a view to bringing up the backward schools to the level of efficiency."

162. LOWER VERNACULAR SCHOOLS.—The following changes have taken place:—

	1879.		1880.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	13	757	5	439
Aided "	1,474	50,638	1,438	51,712
Private "	54	1,996	55	2,145
Total ...	1,541	53,391	1,498	54,296

163. The number of Government schools has decreased by eight, of which four were wrongly entered in this class in the returns for last year; of the other four, two in Noakholly and one in Balasore have been raised to the middle class, and one in Mymensing has been closed.

164. Of the aided schools, which show, in spite of the reduction in their number, a considerable increase of pupils, 1,232 are aided from the primary grant, with a decrease of 35; and 114 from the circle grant with an increase of 22. These changes have been separately noticed in detail. Lower schools receiving grants-in-aid have fallen from 115 to 92; those supported by missionaries having decreased from 50 to 30, and those under native management from 65 to 62. Of 29 missionary schools in the Presidency Division, 21 in Nuddea and the 24-Pergunnahs have been reduced to primary schools by a more accurate classification. Lower vernacular grant-in-aid schools under other than missionary management tend rather to decrease than to increase their numbers. The great majority of lower vernacular schools are improved pathsalas; and though the wider diffusion of the primary grant compels some lower schools from time to time to have recourse to the grant-in-aid allotment, yet the number so transferred is generally less than those which become middle schools in the course of their natural development.

165. The following table shows the results of the scholarship examination:—

Lower Vernacular Scholarship Examination, 1879-80.

DIVISION.	Total number of lower vernacular schools on 1st April 1879.	NUMBER OF SCHOOLS WHICH SENT CANDIDATES.				NUMBER OF SCHOOLS FROM WHICH CANDIDATES PASSED.				Number of candidates who competed.	NUMBER OF CANDIDATES PASSED IN				Number gained scholarships.
		Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency	350	..	110	...	110	...	59	...	59	199	1	21	61	83	20
Calcutta	2	..	1	...	1	...	1	...	1	2	...	1	1	2	1
Burdwan	259	..	197	11	208	..	176	8	184	565	90	175	183	448	23
Rajshahye	116	...	97	4	101	...	78	4	82	223	27	53	65	145	27
Dacca	232	7	230	35	272	5	172	20	197	670	28	102	265	395	27
Chittagong	53	4	38	5	47	2	29	...	31	115	1	13	48	62	8
Patna	214	...	160	4	164	...	98	1	99	359	1	41	123	165	39
Bhagulpore	142	..	110	11	121	...	57	4	61	275	5	27	70	102	27
Chota Nagpore	52	1	24	...	25	...	16	...	16	67	...	10	19	29	14
Orissa	121	4	86	...	90	4	83	...	87	256	77	75	69	221	19
Total ...	1,541	16	1,053	70	1,139	11	769	37	817	2,731	230	518	904	1,652	205

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166. These results show a very considerable advance over those of the previous year. The number of competing schools was greater by 127; of successful schools by 111; of candidates by 333; and of passed candidates by 394. There is no doubt about the progress made by these schools, their stability, and their great usefulness in the place which they occupy as the necessary link between the indigenous schools of the country and the departmental system of organized instruction. The increase in the number of efficient schools was most marked in the Divisions of Rajshahye, Dacca, and Patna, and of successful schools in Rajshahye, Dacca, and Burdwan. The Inspectors of Rajshahye and Dacca, however, have expressed the opinion that some portion of the improvement shown is due to an easier standard of examination. The increase in Patna is the more satisfactory, since the examination papers in that Division were the same as those set in the Western circle. In Orissa one lower vernacular school is set up in the centre of each circle of primary schools, the head teacher being charged with the duty of inspecting all the schools of the circle, besides teaching his own. The Joint-Inspector doubts indeed whether the two functions of teaching and inspecting will not prove in course of time to be antagonistic to each other; and he also points out that a rigid rule, assigning one vernacular school and no more to each circle, checks natural development by making no allowance for the educational conditions, often widely different, of different parts. So far, however, the experience of two years shows that the system has not been attended with any loss of efficiency. There are now 12 more successful schools and 38 more passed candidates than there were in 1879. The only Division in which there is any decline is that of Bhagulpore, which has suffered a serious loss of 14 schools and 85 candidates, as compared with the result of the preceding examination. Here, too, as in the Patna Division, the examination was the same as that of the Western circle, and a further cause of ill-success is to be found, as in the middle scholarship examinations, in the fact that the examination was set aside in two districts of the Division. It is to be noted that one Sonthal gained a scholarship at this examination. Education amongst that race is making steady progress. In 1875-76 not a single Sonthal was to be found in the high and middle schools of the district. In 1879-80 there were none in high schools, but there were 40 in middle schools not under missionary management.

167. Returns are subjoined showing the social position of those who gained middle English, middle vernacular, and lower vernacular scholarships. Among middle English schools there are 84 of the middle classes to 33 of the lower: among middle vernacular scholars there are 102 of the middle classes to 119 of the lower: and among lower vernacular scholars there are 73 of the middle classes to 130 of the lower. Lower vernacular scholarships are held in greater numbers by the middle classes, and middle vernacular scholarships by less numbers, than those of the previous year. Again, of lower vernacular scholarships, sons of cultivating ryots hold 70; of middle vernacular scholarships they hold 49; and of middle English scholarships they hold 13.

Social Position of Middle English Scholars, 1879-80.

	Upper Classes.	Middle Classes.				Lower Classes						Total.
		Service.	Estates	Profession.	Trade	Service.	Agriculture.	Trade.	Shilled labour.	Common labour.	Miscellaneous.	
Hindus .. Brahmans and Rajpoots	... ..	6	14	14	...	4	6	2	..	...	.	46
Hindus .. Kaysths and Baidyas	2	14	8	8	3	9	2	..	...	..	..	46
Hindus .. Other castes	.....	7	1	1	3	2	5	2	...	...	...	21
Mahomedans	.....	...	2	2	...	1	...	...	...	...	..	5
Christians	.....	...	...	...	...	...	..	..	.	..	...	
Others	... .	...	...		1		...	...	.	...	..	1
Total	2	27	25	25	7	16	13	4	...	...	...	119

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Social Position of Middle Vernacular Scholars, 1879-80.

	Upper classes.	Middle Classes.				Lower Classes.						Total.
		Service.	Estates.	Profession.	Trade.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	
Hindus: Brahmans and Rajpoots	2	6	15	17	4	11	13	.	...	...	3	71
Hindus: Kaysths and Baidyas	.....	19	14	6	4	22	10	1	...	...	...	76
Hindus: Other castes	... .	1	2	3	6	6	16	15	4	2	...	55
Mahomedans	... ..	1	2	...	1	1	7	2	1	1	...	16
Christians	.....	...	...	...	...	...	...	...	...	...	...	... .
Others	1	...	..	...	1	1	3	..	...	...	...	6
Total ...	3	27	33	26	16	41	49	18	5	3	3	224

Social Position of Lower Vernacular Scholars, 1879-80.

	Upper Classes.	Middle Classes.				Lower Classes.						Total.
		Service.	Estates.	Profession.	Trade.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	
Hindus: Brahmans and Rajputs ...	1	6	19	9	...	3	22	1	...	...	1	62
Hindus: Kaysths and Baidyas	.....	8	14	2	4	19	15	5	...	...	...	67
Hindus: Other castes	.....	...	3	1	4	2	20	10	2	...	...	51
Mahomedans	.....	1	1	...	1	2	9	2	1	1	...	18
Christians	.....	...	...	...	...	1	1	...	...	...	1	3
Others	.....	...	..		...	...	3	...	...		...	3
Total ...	1	15	37	12	9	27	70	27	3	1	2	204*

* No return of one scholar.

168. Grant-in-aid Allotment.— A short summary may conveniently be given at the close of secondary education. The changes that have taken place in the distribution of grants-in-aid are shown in the following general statement:—Grants have been withdrawn from 94 schools, and new grants given to 114. The average rate of the cancelled grants was Rs. 17 a month; that of the new grants was Rs 15-8. Again, 166 old grants have been revised, with a reduction in the average rate from Rs. 23-8 to Rs. 21-8. Lastly, 32 grants have been revised with change of class; and in the majority of cases the change has been from a lower to a higher class. The average rate of these grants has risen from Rs. 18 to Rs. 20. The gross saving in the grant-in-aid allotment of Rs. 4,50,000 for the year has amounted to Rs. 30,000; and the expenditure has been Rs. 12,000 less than in the previous year.

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169. The total number of primary schools of all classes for boys, and of the pupils reading in them, is shown in the following statement:—

Primary Schools.

	1879.		1880.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	10	207	10	185
Grant-in-aid "	163	4,459	191	5,226
Circle grant "	83	2,998	55	1,936
Primary grant "	22,782	439,204	28,736	529,960
Total ...	23,038	446,868	28,992	537,307
Unaided	6,232	84,196	6,266	76,145
Grand Total ...	29,270	531,064	35,258	613,452

Of the Government schools nine are in the Mymensingh district, and are kept up for the benefit of the half-Aryan races that dwell on the lower slopes of the

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Garrow Hills. The remaining school is in Orissa. The grant-in-aid schools are all mission schools, and the increase was in the Presidency and the Bhagulpore Divisions. In the 24-Pergunnahs district of the former Division 23 schools, returned as lower vernacular in the previous year, were placed this year in their proper class.

170. The subjoined tables show the extent to which the circle and primary grants are used to promote education other than primary:—

Circle Grant Schools.

Year ending—	Primary.		Lower.		Middle.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
31st March 1879	(a) 89	3,129	92	3,591	106	5,227	287	11,947
31st March 1880	(b) 60	2,053	114	4,545	116	5,757	290	12,355

(a) Including 6 girls' schools.
(b) Ditto 5 ditto.

Primary Grant Schools.

Year ending—	Primary.		Lower.		Middle.		Total.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
31st March 1879	(a) 22,976	442,599	1,267	42,659	111	4,260	24,354	489,518
31st March 1880	(b) 29,031	534,975	1,232	43,483	151	4,534	30,414	582,992

(a) Including 194 girls' schools.
(b) Ditto 205 ditto.

171. The decrease in the number of circle primary schools affords satisfactory evidence that the anticipations of last year are being fulfilled, and that, under the control of the Inspectors, the circle grant is being applied to its legitimate object of secondary instruction. The increase of middle schools is in the Dacca and Chittagong Divisions, and of lower schools in the Presidency.

The application and distribution of the primary grant may be shortly shown as follows. For every 1,000 primary schools aided in Bengal there are 42 lower and 4 middle schools (excluding the 39 Sanskrit tols in Burdwan, classed as middle in the above table). Each primary school has 18 pupils, and costs Government Rs. 10 out of a total of Rs. 40; every lower school has 35 pupils, and costs Government Rs. 48 out of a total of Rs. 100; every middle school has 39 pupils, and costs Government Rs. 42 out of a total of Rs. 120.

172. The changes in middle schools aided from the primary grant have been very slight. There was a loss of 13 in the Presidency Division, 12 of them being lost to Moorshedabad in the transfer to Beerbhoom of the Rampore Hat sub-division. Burdwan shows a gain of six, distributed over the different districts. Dacca shows a gain of three, Dacca district losing four and Backergunge adding seven. Noakholly has one more, and Bhagulpore district four more. A few other unimportant gains or losses have been recorded.

173. In the case of lower schools, the Presidency Division has lost 77; of which the 24-Pergunnahs loses four, Nuddea 27, Jessore 16, and Moorshedabad 30, mainly by transfer to Beerbhoom. The Burdwan Division has gained 13; the chief gain being 20 in Bankoora, transferred from the Manbhoom and Burdwan districts, while Burdwan loses 20; the trifling changes in the other districts making up the gain of 13. The Rajshahye Division gains 28; Rajshahye district gaining 19, and other districts adding small numbers each. The Dacca Division shows a net loss of 11; Backergunge losing 19, and the other districts losing or gaining small numbers. Chittagong Division loses nine, seven in Chittagong and two in Noakholly. Patna Division gains two; all districts showing a small gain except Mozufferpore, which has lost 22, and Chumparun, which has lost eight. In the Bhagulpore Division the changes are greater. There is a net gain of 18; Monghyr gaining 13, Bhagulpore three, and the Sonthal Pergunnahs 20; while Purneah and Maldah lost 11 and seven. Chota Nagpore lost 10; eight lower schools being this year returned as primaries in Hazaribagh, and Manbhoom losing seven transferred to Bankoora. Orissa gained 11; ten in Pooree,

and one in Balasore. The loss in lower vernacular schools aided from the primary grant may be generally explained as due to the extension of a system of payment which discourages the attempt to class a school above the standard it has really attained by withdrawing fixed grants from all but the most successful.

174. Reviewing the changes summarised in the preceding paragraphs, it is noticeable that while Moorshedabad loses 12 middle and 30 lower schools, chiefly by transfer to Beerbhoom, the latter district shows an increase of only one middle and a decrease of 11 lower schools; in other words, the so-called secondary schools of Rampore Hat sub-division were reduced to the rank of primaries under the levelling system of Beerbhoom. The losses in Nuddea and Jessore were caused by reduction to the primary class, as was also the case with Mozufferpore and Backergunge. Into the first three of these districts the system of payment-by-results was more or less completely introduced in the year under report, while in the case of Backergunge the system introduced in 1878 received further extension. The gain in Rajshahye and the Sonthal Pergunnahs is caused by the promotion of primaries to the classes above; in Rajshahye at all events there seems to be a real improvement in the quality of the schools; while in the Sonthal Pergunnahs the conversion of primaries into lower schools has been effected in pursuance of a policy introduced by Mr. Oldham, by which a village which subscribes a sum sufficient to entertain a superior teacher, and pays this sum for one year in advance, is allowed to raise the status of its school. The system of fixed grants now prevails in only eleven districts of Bengal.

175. The following table sums up for reference the detailed statistics of all Government and grant-in-aid primary schools, and of all schools aided from the primary and circle grants:—

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1880.	Average monthly roll number.	Average daily attendance.	Christians.	Hindus.	Mahomedans.	Others.	Expended from Government.	Expended from local sources.	Total expended.
									Rs. A. P	Rs. A. P.	Rs A. P
Government primary ...	10	185	192	139	..	63	27	95	1,248 0 0	61 7 3	1,309 7 3
Grant-in-aid primary ...	191	5 226	4,809	3,843	742	1,733	937	1,814	8,670 5 6	12,606 2 4	21,276 7 10
Circle Grant Schools.											
Middle vernacular ...	116	5,757	5,064	3,875	...	5,'81	573	3	13,096 10 3	7,347 10 8	20,444 4 11
Lower ditto	114	4,455	4 263	3,294	...	3,012	932	1	7,967 13 8	6,753 3 2	14,721 0 10
Primary ditto	55	1,936	1,720	1,366	...	1,422	514	...	3,536 3 3	1,843 2 0	5,379 5 3
Girls' ditto	5	117	111	79	.	111	6	...	369 0 0	10 0 0	379 0 0
Total ..	290	12,355	11,158	8,614	...	10,326	2,025	4	24,969 11 2	15,953 15 10	40,923 11 0
Primary Grant Schools.											
Middle vernacular ...	151	4,534	3,896	3,191	...	3,794	733	7	4,758 11 5	11,938 0 0	16,697 1 5
Lower ditto	1,232	43,483	38,523	31,101	60	36,115	6,966	342	59,580 12 9	60,554 1 11	1,20,134 14 8
Primary ditto	28,736	529,960	456,784	401,175	1,146	412,356	109,304	7,154	282,064 1 6	8,62,877 3 8	11,44,941 5 2
Girls' ditto	295	5,015	4,704	3,536	137	4,090	671	117	6,289 4 5	2,730 2 6	9,019 6 10
Total ...	30,414	582,992	503,907	439,003	1,343	456,355	117,674	7,620	3,52,692 14 0	9,38,099 14 1	14,90,792 12 1

176. During the past year the system of payment by results, first adopted by Mr. Harrison in Midnapore in 1873, was in force in all but eleven of the districts. Into the original scheme, however, various modifications have been introduced in different places, and it is worth while to point out the most important of these. In the Midnapore scheme the problem of economising a primary allotment and an inspecting staff which were sufficient for a system of stipendiary schools, in such a way as to bring under supervision the large outer circle of indigenous pathsalas, was met by the plan of small rewards after annual and central examinations, in the conduct of which the villagers were associated with the inspecting officers. By means of this simple machinery it was found possible to make the district grant sufficient to aid many times more schools than had before been aided on the stipendiary system, while the emulation

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kindled at the public examinations insured the maintenance of these schools by the villagers, notwithstanding the diminished amount of the aid given by the State. The weak point in the system was obviously the difficulty of exercising any direct influence over the schools throughout the year. The hope of reward and distinction at the public examinations might be sufficient to guarantee the continuance of the schools for some portion of each year; but those motives would not be strong enough to overcome, except very gradually, the habitual indolence and want of method of the indigenous gurus. A remedy for this difficulty was sought for in the formation of village committees, whose business it was to watch over the school throughout the year, and to assist the sub-inspectors at the annual examinations. But until the importance of such matters as regularity of attendance and continuity of study were much better understood and appreciated, it was plain that the interest of the committees would be fitful, and would often flag after the excitement, and perhaps the disappointment, of a public examination.

177. This system, with only slight modifications, has been adopted in full throughout the other districts of the Burdwan Division; in the districts of Dacca, Backergunge, and Tipperah; and, with the partial retention of the old system of fixed stipends, in the districts of Nuddea, Jessore, Moorshedabad, Rajshahye, and Manbhoom. In the 24-Pergunnahs a method of giving rewards after examinations was introduced some years ago, which differed from the Midnapore system in that the examinations were held quarterly instead of annually, and in each school instead of at centres. By this method, while the continuance of the school was secured by the more frequent examinations and payment of rewards, the distinguishing merit of the Midnapore system, which consisted in the central examination, was lost. In the past year the defect was remedied by the introduction of central examinations. The Magistrate, Mr. Beadon, proposes in the present year to systematize the method still further A similar system prevails in Dinagepore and Rungpore. Throughout Behar, Baboo Bhoodeb Mukerjea has introduced the same system with a very important addition, made with a view to secure more thorough inspection of the schools throughout the year. A district is marked out into the requisite number of circles, and over each of these is placed a chief guru, usually the guru of a stipendiary school, and always the most prominent among the teachers of the circle. It may be noticed in passing that the establishment of stipendiary schools is not an innovation since the maintenance of a limited number of such schools in each circle finds a conspicuous place in the Midnapore system, though the teachers of those schools in Midnapore are not employed as "chief gurus." The chief guru is charged with the duty of communicating with all the pathsalas in his circle, of getting information from them, of inspecting them to some extent, and of paying their gurus the rewards they may have earned at the central examinations. In the Behar system the supervision of the chief guru takes the place occupied by the local committee of the Midnapore system. All three districts of Orissa have adopted a method very similar to that of Behar. In this division, however, the chief gurus or abadhans, in addition to their work of inspection and of the systematic collection of returns, are further employed in teaching the abadhans of their respective circles. In 1878 a further development took place in Cuttack, in the appointment of five inspecting abadhans for certain selected areas; and last year these areas were enlarged so as together to comprise the whole district, the five inspecting pundits being associated with the five Sub-Inspectors, and relieving the forty circle abadhans of the greater part of their inspecting work.

178. The districts not yet mentioned are Bogra, Pubna, Julpigoree, Darjeeling, Mymensingh, Furreedpore, Chittagong, Noakholly, Lohardugga, Hazaribagh, and Singbhoom. In all of these the old method of fixed stipends is still followed, though in all of them the stipends are regulated with regard to the progress and general improvement of the schools. Most of these districts are also taking some steps towards the introduction of a system of payment after examination.

179. PRESIDENCY DIVISION.—The number of aided primaries has increased from 1,753 to 1,924. Lower vernacular schools number 161, middle vernacular 31, and there are 38 girls' schools. But for the rearrangement of the boundaries of Moorshedabad and Beerbhoom, owing to which 81 primary schools were transferred from the former and only 26 received from the latter district, there

would have been a large increase of schools and pupils in this Division,—not less than 250 schools with 10,000 pupils. In Nuddea the expected increase in the number of pathsalas was checked by the heavy floods. Nevertheless the figures of the last three years show that a steady increase is going on, nearly 300 schools with 74,000 pupils having been added to the returns since the close of 1877-78. As was remarked in last year's report, primary education in this Division is carried on with little or no aid from the Circle Inspector. His advice is occasionally asked; but the general scheme of each district is worked by the Deputy Inspector, under the special instructions of the district Magistrate. In all four districts of the Division the payment-by-results system was in force either generally or in particular subdivisions.

180. 24-*Pergunnahs.*—Population 2,210,000; primary grant Rs. 12,000; expenditure Rs. 11,090, of which Rs. 859 were spent on two middle and 23 lower vernacular schools. The total number of schools aided from the primary grant has risen from 635 with 23,678 pupils to 780 with 29,179. Unaided schools are 508. The system described in previous reports, of payment-by-results at quarterly examinations for some primaries, and of annual rewards to others, has remained in force. A change for the better has been made by allowing the Sub-Inspectors, as suggested by the criticisms in last year's report, to hold the quarterly examinations at centres instead of at each village, several schools being now gathered together for examination at convenient spots; and the time of the Sub-Inspectors is thus economised. As the reward system is gradually becoming better understood, the apathy and prejudices of the gurus and people in the more remote parts of the district are giving way, and more pathsalas in these out-of-the-way places are showing a desire to bring themselves before the notice of the subdivisional officials in order to compete for rewards. The Deputy Inspector remarks that the smallness of the unexpended balance of the primary grant allowed but trifling rewards to be given to many of the newly registered schools; he asks for an addition of Rs. 1,000 to the grant. Since the close of the official year Mr. Beadon, the officiating Magistrate, has been taking steps to introduce the system worked so successfully by him in Cuttack, in place of the system of quarterly examinations hitherto in force.

181. *Nuddea.*—Population 1,813,000; primary grant Rs.18,000; expenditure Rs. 17,994, of which Rs. 3,765 have been spent on one middle and 67 lower vernacular schools. The total number of schools aided from the primary grant has risen from 665 with 20,154 pupils to 689 with 21,594. Unaided schools are 25. This district shows so small a number of unaided schools because all that submit returns receive rewards and are classed as aided. In this district the payment-by-results system is said to be in operation to some extent; but, as was mentioned in last year's report, it is to be noticed that a very small portion of the primary grant, in fact only one-tenth of it, is paid away according to the results of examination, while more than one-half of the grant is still bestowed on the fixed-stipend plan. The Deputy Inspector remarks that "more savings, amounting to Rs. 1,000, were set aside for rewarding schools for annual returns, but there were no candidates to receive the amount," which was accordingly spent in repairing school-sheds, in rewards to girls' schools, award of books, &c. This points to a far from successful working of the payment-by-results scheme, which can probably never have free scope in a district where so many of the pathsalas are allowed to remain in the receipt of fixed stipends. Further, there seems from the Inspector's report to have been some special mismanagement, as the notices of dates of examination are said in many cases not to have been submitted to the gurus in time for them to reach the examination centres. Whether this is the fault of the Sub-Inspectors, or of the village chowkidars through whom the notices were served, is not clear; but it is plain that such a want of system must seriously affect the attempt to make the gurus and the people understand and appreciate the new scheme. The Magistrate, remarking on this matter, writes:—"The police have many things to attend to and cannot spare time to write out the notices to the gurus. I intend to supply printed forms for the purpose of reducing the clerical work."

182. *Jessore.*—Population 2,075,000; primary grant Rs. 16,000; expenditure Rs. 14,813, of which Rs. 2,020 have been spent on 17 middle and 36 lower

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vernacular schools. The total number of schools aided from the primary grant has risen from 350 with 11,493 pupils to 388 with 12,988. Unaided schools are 169. The experiment, referred to in the last year's report, of introducing the Midnapore scheme into the Narail subdivision is said to have been successful. The total number of schools in this subdivision has not increased; but 72 aided schools are returned this year, against 49 of the previous year; while the amount spent in aiding the larger number is only about half what was given for the smaller. But the object of the payment-by-results system is not merely to save money, and to transfer a number of schools hitherto unaided to the list of aided schools. It should have the further effect of bringing under Government inspection and control all the pathsalas of the subdivision, and it was to be expected that the total number of pathsalas returned would have largely increased. The only reason suggested for the absence of this increase is that the sudden rising of the river Madhumati hampered operations and prevented the granting of subsidies to many pathsalas, which accordingly do not appear on the returns. In the Magura subdivision only 32 primaries are returned, while 22 middle and lower schools are supported from the primary grant. I have little doubt that many of these should be called primary schools, and, if the Midnapore scheme is extended to the whole district, should be paid by results. The Magistrate has requested the subdivisional officer to pay special attention to this matter in the Magura subdivision. Since the end of the official year the Magistrate has extended the payment-by-results system to Bagirhat, the most backward subdivision, with the intention of introducing it into the four remaining subdivisions if it proves successful there.

183. *Moorshedabad.*—Population 1,354,000; primary grant Rs. 10,356; expenditure Rs. 6,911, of which Rs. 2,327 were spent on 11 middle and 35 lower vernacular schools. The total number of schools aided from the primary grant has decreased from 398 with 10,144 pupils to 297 with 7,974. Unaided schools are 48. The decrease does not represent any real loss of schools, but is due in part to the transfer to Beerbhoom of the Rampore Hat subdivision with 81 schools. The payment-by-results system has been in force throughout the year, but has not been attended with much success. A few more schools competed at the reward examination, but these are said to be much inferior in progress and efficiency to the stipendiary schools. The number of indigenous pathsalas in this district is known to be small. This being so, I agree with the Magistrate in his opinion that a combination of fixed grants, with rewards after examination, would best suit the district. If there are not many pathsalas outside the returns, it will be as well to give stability to those that do exist by the grant of small fixed stipends, while their progress is tested and rewarded according to the results of examinations. Such a combined system is to be introduced during the year.

184. BURDWAN DIVISION.—The number of aided primaries has advanced from 5,527 to 6,251; middle vernacular schools are 8, and lower vernacular 228. There were two girls' schools. The payment by results in a more or less complete form was in force during the year in all the districts.

185. *Burdwan.*—Population 1,484,000; primary grant Rs. 16,700. The whole amount was expended, Rs. 3,460 being expended on 83 lower and four middle schools. The total number of schools aided from the primary grant has fallen from 1,459 with 42,809 pupils to 1,155 with 35,487. Unaided schools are 55. On these figures the Magistrate remarks that there has been in reality a very satisfactory increase in the number of pupils, since in comparing them with those of last year we must remember that the district has lost five thanas. The system is in general one of rewards after examination, supplemented by monthly stipends of Rs. 5, Rs. 4, and Re. 1 to three classes of schools, the two higher of which get stipends only; transfers from class to class are made on the results of examination. The reward examinations were conducted at 61 centres, under the superintendence of the district Magistrate and subdivisional officers, assisted by the Deputy and Sub-Inspectors; 15,081 boys and 147 girls presented themselves at the examination, out of whom 4,294 boys and 12 girls passed by the higher, and 3,894 boys and 27 girls by the lower standard. The rates of reward to the gurus were reduced this year from one rupee and eight annas to eight and four annas.

186. *Bankoorah.*—Population 969,000; revised primary grant Rs. 10,300. This sum, together with Rs. 48 received from a zemindar, constituted the receipts of the year. The total expenditure was Rs. 10,297, of which Rs. 2,283 were expended on 42 lower vernacular schools. The total number of primary grant schools was 848 with 23,324 pupils, against 407 with 10,656 in the previous year. The increase is chiefly due to the enlargement of the district. From Burdwan 198 primary grant schools were added to the district, and from Manbhoom 144, or 342 in all. No change or modification was made during the year in the system of 'small stipends and large rewards,' with the exception that an additional stipend of one rupee a month was given to the teachers of improved and stipendiary schools for every ten girls that attended. The reward examinations were conducted jointly by two Sub-Inspectors. Boys who failed to obtain half the total number of marks were not passed. Gurus passing boys by the higher standard were entitled to a reward of Rs. 3 for each boy passed, and by the lower standard to eight annas Five hundred and thirty-four gurus received rewards varying from Rs. 4 to Rs. 34. The total expenditure on this account was Rs. 4,553.

187. *Beerbhoom.*—Population 854,000; the revised primary grant is Rs. 6,644. Out of this sum Rs. 605 were expended on one middle and 17 lower vernacular schools; the total expenditure from the grant being Rs. 6,125. The total number of primaries returned is 541 with 13,904 pupils, against 373 attended by 9,897 students of the previous year. Of these schools, 427 are aided and 114 unaided. The scheme of primary education introduced into the district by Mr. Grant has been slightly changed. Instead of the fixed sums of Rs. 20, Rs. 15, Rs. 10, and Rs. 7, which formerly were allotted as rewards to schools placed in the four classes of primaries arranged according to results at central examinations, rewards varying from Rs. 34 to Rs. 3 were distributed last year to 414 schools. The district was enlarged during the year by the addition of the Rampore Hat subdivision from Moorshedabad with 81 schools, of which 12 had been classed in the previous year as middle schools and a considerable number as lower schools. These appear in the Beerbhoom returns for last year as primaries.

188. *Midnapore.*—Population 2,545,000; the primary grant is Rs. 24,000; and Rs. 23,545 were expended, besides Rs. 3,240 from the Government khas mehal funds and donations of zemindars. Rs. 3,208 were expended from the primary grant on two middle and 55 lower vernacular schools. Unaided schools are 345. The returns show that the total number of primary grant schools at work on the 31st March last was 3,220 with 60,893 pupils, against 2,919 schools with 55,571 students on the corresponding day of the preceding year. The grant-in-aid primary schools, 48 in number, are under the management of the Baptist Missionary Society, and are largely attended by Sonthal boys. In addition to these there are 15 stipendiary primaries under the same body. During the year under report 3,141 primaries attended by 58,774 pupils received rewards under the payment-by-results system; 343 other schools with 5,238 pupils in them furnished returns. The examinations for the payment of rewards were held at 122 sub-centres; 20,329 boys and 409 girls presented themselves, against 17,521 boys and 297 girls of the year before. Since last year the standard has been slightly raised. Printed books have been introduced into 3,149 primaries, against 2,857 in the preceding year, Charupath being used in some schools. The teachers of the more advanced schools are said to be very ambitious of self-improvement.

189. *Hooghly.*—Population 1,157,906; the revised primary grant is Rs. 8,259. Rs. 8,072 were expended, besides Rs. 378 from municipal and private funds. Rs. 1,659 were expended from the primary grant on one middle and 27 lower vernacular schools. Aided primaries rose from 338 with 8,479 pupils to 609 with 17,135. The reward examinations in March last were held at 49 centres, at which boys from 576 schools attended. The total number of examinees was 8,675, of whom 1,784 obtained prizes. The gurus of all these schools obtained rewards varying from Re. 1-8 to Rs. 25. The great increase shown above is due to the additions made to the area of the district.

190. *Howrah.*—Population 596,000; the revised primary grant is Rs. 3,011, of which Rs. 2,700 were expended, Rs. 315 on four lower vernacular

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schools. There were two girls' schools. The total number of aided primaries returned is 25 attended by 8,482 pupils. Comparing these figures with those of previous years, there is an apparent loss of 52 schools; but as Howrah has made over to Hooghly 63 primaries, there has been no loss but a small gain of 11. At the reward examinations held at 12 centres, 1,392 boys from 247 schools were examined. Of these 881 passed, and were placed in three divisions according to the number of marks obtained by them. Those placed in the first obtained each a reward of 12 annas; those in the second at the rate of eight annas; and those in the third at four annas. For each boy in the first division the guru obtained Rs. 2; for each in the second Re. 1-8; and for each in the third Re. 1.

191. RAJSHAHYE DIVISION.—The number of aided primaries has risen from 1,184 to 1,343. There are five middle, 129 lower vernacular, and 11 girls' schools. The payment-by-results system was introduced partially into Rajshahye during the year. It continued in force in Rungpore and Dinagepore.

192. *Rajshahye.*—Population 1,311,000; primary grant Rs. 12,000; expenditure Rs. 10,038, of which Rs. 1,953 were spent on 38 lower vernacular schools. The total number of schools aided from the primary grant has fallen from 270 with 7,627 pupils to 261 with 7,953. Unaided schools are 22. The same system of making payments to gurus as described in previous reports still obtains in 10 out of 13 thanas in the district. In the other three thanas the system of payment by results was experimentally introduced in December last. This system differs very little in its essential features from the Midnapore system. The schools are examined bi-monthly, and the rewards are paid to gurus every two months at the rate of three annas a boy for reading and writing correctly, and two pice for each lad who can count up to 100. For each boy who can do sums up to compound division the guru gets, in addition, a reward of two annas. The system promises to be successful.

193. *Dinagepore.*—Population 1,502,000; primary grant Rs. 13,000; expenditure Rs. 10,068, of which Rs. 267 were spent on five lower vernacular schools. The total number of schools aided from the primary fund has risen from 253 with 7,776 pupils to 416 with 9,158 pupils. Unaided schools are 45. No change has been made in the system of payments. The gurus receive rewards after quarterly examination by the Sub-Inspector. In addition to the ordinary rewards a guru receives a monthly payment of Rs. 2 for every twenty children attending the school. The Deputy Inspector reports very favourably respecting the working of the system. The Magistrate held 14 central examinations during his tour between November and March, at which 3,728 children were gathered from 270 schools.

194. *Bogra.*—Population 689,000; primary grant Rs 3,000; expenditure Rs. 2,954, of which Rs. 690 were spent on 13 lower vernacular schools. The total number of schools aided from the primary grant rose from 73 with 1,947 pupils to 75 with 2,208. Unaided schools are 18. No change has been made in the administration of the grant. The gurus receive fixed monthly stipends at the rates of Rs. 2, Rs. 2-8, Rs. 3, and Rs. 4, varying according to their qualifications and the progress of the schools.

195. *Rungpore.*—Population 2,150,000; primary grant Rs. 15,800; expenditure Rs. 11,711, of which Rs. 1,778 were spent on 31 lower vernacular schools. The total number of schools aided from the primary grant rose from 338 with 7,417 pupils to 396 with 8,419. Unaided schools are 11. The same system of payment by results as described in the last year's report still continues. The standard of the quarterly central examinations has been considerably raised during the year under review. The schools did well at the last scholarship examination. The Magistrate, Mr. Livesay, finds the success of the system hampered by the inefficiency of the gurus, very many of whom are incapable of improvement.

196. *Pubna.*—Population 1,212,000; primary grant Rs. 8,000; expenditure Rs. 7,309, of which Rs. 2,078 were spent on five middle and 40 lower vernacular schools. The total number of schools aided from the primary grant has risen from 178 with 5,709 pupils to 242 with 7,843. Unaided schools are 54. The Magistrate has endeavoured during the year to reduce the number of lower vernacular schools supported from the primary fund, wherever it was clearly possible to do so without hardship. He says:—"There is still a desire

prevalent for the introduction of the payment-by-results system, but I doubt whether any better results will be obtained from it." He does not give his reasons for this doubt, which may, however, arise from a knowledge that the number of pathsalas outside the returns is small, as in Moorshedabad. Still, it would be desirable to bring them within the operation of the grant.

197. *Julpigoree.*—Population 419,000; primary grant Rs. 4,000; expenditure Rs. 3,285, of which Rs. 148 were spent on two lower vernacular schools. The total number of schools aided from the primary grant has risen from 68 with 1,328 pupils to 74 with 1,602. Unaided schools are 33. The grants to the gurus vary from Rs. 3 to Rs. 15 a month, according to local circumstances and the efficiency of the schools. The system, so the Deputy Inspector reports, has not worked well, and a proposed modification of it is now under the consideration of the Deputy Commissioner.

198. *Darjeeling.*—Population 95,000; primary grant Rs. 1,200; expenditure Rs. 1,128. The total number of schools has risen from 18 with 325 pupils to 24 with 513. Under the Scotch Mission there were at the close of the year under report 11 boys and girls' schools with 507 pupils, of whom 468 were boys and 39 girls. As compared with the numbers of the preceding year, the boys have increased by 52 and the girls decreased by 15. This decrease in the number of the girls is attributed by the Rev. Mr Macfarlane to the absence of Miss Macfarlane, who took a very active interest in native female education in the district. The Bhutia school at Kalimpong was closed, and in its place a new school at Ging was opened during the year. The system described by Mr. Bellett in his last report, "the hunting up of boys by the masters," still continues. An educational system under which the monasteries of Independent Sikkim would receive Government aid is under consideration. The Deputy Inspector states that the Rajah has to a certain extent anticipated the wishes of the Government by making grants of Rs. 495 to the principal Gompas. The number of monks partially maintained by the Rajah in connexion with these monasteries is 491. In the Terai there were on the 31st March 1880 fourteen schools with 271 pupils, as against ten with 166 pupils in the preceding year. Of the 14 pathsalas, 13 were aided and one unaided. The average income from fees was about Rs. 9½ per annum. This sum, together with the primary grant of Rs. 5 per mensem, being found inadequate for the remuneration of competent gurus, the grant to each school was increased according to the following standard. First-class schools showing a regular attendance of over eighteen boys are in future to receive Rs. 8, and second-class schools containing less than 18 pupils Rs. 6 per mensem.

199. DACCA DIVISION.—The number of aided schools has increased from 1,625 to 2,512. There are 166 lower, 19 middle, and 200 girls' schools. The only change was in the partial introduction of the system of payment by results into the Dacca and Tipperah districts, details of which are given below.

200. *Dacca.*—Population 1,853,000; primary grant Rs. 10,000; expenditure therefrom Rs. 8,761, of which Rs. 891 have been spent on 29 lower vernacular schools. The total number of schools aided from the primary grant has increased from 544 with 15,054 pupils to 517 with 16,197 pupils. The unaided primary schools are entered as 73, against 81 last year. The Deputy Inspector says that the figures do not represent the exact number of primary schools in the district, as many refuse to furnish returns. The system introduced this year was in sum as follows. Each Sub-Inspector opened a register of unaided pathsalas, the condition of registration being their undertaking to keep an attendance-book, a visitors' book, and account books, and to send in half-yearly and annual returns. At the same time, all fixed stipends falling in for whatever reasons were transferred to the reward fund. In the whole district 63 sub-centres were named, and the unaided pathsalas in each subdivision were asked to appear at such sub-centres within the subdivision as were found to be most convenient. The pathsalas from one subdivision were not allowed to appear at a sub-centre in another subdivision. The rewards were distributed according to the manner in which the required books had been kept by the gurus, the attendance of pupils and teachers, the submission of the returns, and the results of the primary and lower vernacular scholarship examinations.

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Such students of unaided pathsalas as were reading the lower vernacular or the primary scholarship course were not examined by the Sub-Inspector, but were required to appear at the scholarship examinations at the fixed centres. Successful primary candidates got a reward of four annas each, and successful lower vernacular candidates eight annas for themselves, besides the rewards they earned for their gurus according to a fixed scale. Boys who were examined by the Sub-Inspectors at the different sub-centres were given rewards according to the proficiency shown by them in reading and explaining a book, in arithmetic, in bazar accounts, and in land measurement. On the results of this examination each guru received rewards equal to the total amount earned by his pupils.

201. *Mymensingh.*—Population 2,350,000; primary grant Rs. 11,000; expenditure therefrom Rs 9,695, of which Rs. 1,274 have been spent upon one middle and 34 lower vernacular schools. The total number of schools aided from the primary grant has risen from 283 with 8,011 pupils to 309 with 8,481 pupils. Unaided primaries are 53, against 49. The system of payment by results might with advantage be introduced into this district much more largely than it has hitherto been.

202. *Backergunge.*—Population 1,818,000; primary grant Rs. 10,000; expenditure therefrom Rs. 9,405, of which Rs. 2,318 have been spent upon 14 middle and 45 lower vernacular schools. The total number of schools aided from the primary grant has risen from 547 with 15,665 pupils to 639 with 18,007 pupils. This year 63 primaries are returned as unaided, against 45 in the previous year. The grant has been administered, as in 1878-79, on the principle of a combined payment by stipends and by results; and this system has proved singularly successful, in spite of a fever epidemic lasting from October till January. The Magistrate insists on the necessity of increasing the allotment to enable him to meet the rapid development of the system.

203. *Tipperah.*—Population 1,534,000; primary grant Rs. 8,000; expenditure therefrom Rs. 7,124, of which Rs. 1,290 have been spent upon three middle and 42 lower vernacular schools. The total number of schools aided from the primary grant has risen from 324 with 8,282 pupils to 1,130 with 23,993 pupils. Unaided primaries are returned as 35, against 435 in 1878-79 The great increase in primary grant schools is due to the introduction into the district of the Midnapore system. In the year just closed, by direction of the Magistrate, the savings effected in the primary allotment were distributed, as a tentative measure, among the teachers of unaided pathsalas and muktabs, after examination of their pupils as in Midnapore. For this purpose, in the beginning of last December, notices were issued to the gurus of unaided pathsalas and the miahjis of muktabs, describing the rates of reward, as well as the subjects in which that reward would be given. Unaided pathsalas do not differ materially from aided primaries, as indeed most of them are started in the hope of a grant; they can therefore be examined by the same standards. It is different, however, with unaided muktabs The only subject taught in them is the recitation of the Koran without any attempt to understand it, and of course no reward can be given for such recitation. Accordingly, in the case of the muktabs, rewards were offered for proficiency in the most elementary vernacular subjects, such as reading and writing letters, simple and compound numeration, singing the multiplication table, and reading elementary books. There were in all 89 centres of examination. In each centre, with a view to popularise the scheme, the sympathy of men of influence in the villages was invited, and secured as far as possible by associating them with the Sub-Inspectors in conducting the examination and distributing the rewards. The average amount of rewards given to pathsalas was Rs. 3-8, and to muktabs Re. 1-9. The Inspector writes:—"It has been already decided by the Magistrate that no more new fixed monthly grants shall be given to boys' pathsalas. It is therefore expected that during the current official year more funds will be available, and the scheme under notice receive a more extensive trial. If it succeeds, it will at no distant date replace our system of payment by stipends as far as it has done in any other district." In the year under report, Mahomed Ghazi Chaudhuri, zemindar of Hoseinabad, made a grant of Rs. 10 a month, and Baboo Kali Krishna Chaudhuri, of Laksham, a grant of Rs. 25 a month, for the extension of primary education. The schools opened with these grants are all in the Sudder sub-division.

204. *Furreedpore.*—Population 1,512,000; primary grant Rs. 9,000, including an addition of Rs. 1,000 made towards the close of the year. Expenditure from the primary grant came to Rs. 7,526, of which Rs. 776 have been spent on one middle and 16 lower vernacular schools. The total number of schools aided from the primary grant has risen from 263 with 8,829 pupils to 272 with 9,402 pupils. The system of payment which was in force in 1878-79 was continued for 1879-80. It is briefly as follows:—(1) Some schools received monthly stipends, subject to increase or reduction according as the Sub-Inspector's reports were favourable or unfavourable; (2) others received annual rewards for passing pupils at the primary scholarship examination, and also for keeping registers and submitting returns. The pathsalas went through a severe ordeal during the year, in consequence of the distress prevailing from April to September. The increase is therefore all the more satisfactory.

205. CHITTAGONG DIVISION.—The number of aided primaries has advanced from 387 to 409; there are 29 lower, 2 middle vernacular, and 9 girls' schools. In both districts the system of stipends is in force; the stipends being in Noakholly determined after periodical examinations.

206. *Chittagong.*—Population 1,127,000; primary grant Rs. 6,000; grant for the encouragement of Burmese education Rs. 600; assignment from Government Estates' Improvement Fund Rs. 1,022: or a total grant of Rs. 7,622. The expenditure from this total grant was Rs. 6,131, of which Rs. 53 were spent on circle schools and Rs. 642 on 13 lower vernacular schools. Of the 20 lower vernacular schools returned last year, seven have been reduced to the primary standard. The total number of schools aided from the primary grant has risen from 262 with 7,413 pupils to 273 with 7,425. Unaided primaries are returned as 13 only. Payment by results was experimentally introduced into the Putiya thana, and fixed grants were reduced. Many stipendiary schools broke up in consequence, and the experiment was held to have failed; the rewards paid under the system amounted to Rs. 2 only. The old system of fixed grants, with rewards for success at the primary examination, has been restored in Putiya thana. Nine of the aided kyoungs ceased to exist, on account of the damage done by the cyclone. There has been an increase of 43 registered pathsalas, and eight muktabs have submitted returns without any reward. The Deputy Inspector expects to have a much larger number of registered pathsalas, muktabs, and kyoungs next year.

207. *Noakholly.*—Population 714,000; primary grant Rs. 5,000; expenditure Rs. 4,976, of which Rs. 120 were spent upon two middle vernacular, and Rs. 735 on 16 lower vernacular schools. The total number of schools was 200 with 6,234 pupils, showing a loss of 16 schools and 139 pupils, most of which is merely nominal. Among schools aided by stipends or otherwise there was a loss of four, three of which, though known to exist, failed to furnish returns within the specified time; but there was a gain of 73 pupils. Unaided schools show a loss of 12 schools and 212 pupils. Greater energy on the part of the Sub-Inspectors might have prevented this loss, which, however, is not actual, but relates only to the figures on our returns. Mr. Westmacott decided that the system of registering pathsalas for rewards was not working well, and discontinued it. He is of opinion that all attempts at present to introduce the Midnapore system must prove ruinous to the pathsalas. The payment after visitation, on the fine and reward system, seems to him to give the Sub-Inspector greater freedom of action than the classificatory system, and to be therefore preferable. Grants to muktabs for teaching Bengali did not prove successful. There has been improvement with respect to the collection of fees in primary schools. Of 144 gurus, 20 hold middle vernacular certificates.

208. *Chittagong Hill Tracts.*—Population 70,000; primary grant Rs. 1,600; expenditure Rs. 69. There is no organized primary school in the Hill Tracts. The kyoung examiner, who is paid for six months from the Hill Tracts allotment, visits some of the indigenous kyoungs, to which rewards are given at the rate of Re. 1 for each pupil passing the first standard in language or arithmetic, and Rs. 2 for each passing the second standard. The Raolis get double the amount of the rewards given to their pupils. Seven kyoungs with 67 pupils were examined, with what result the Deputy Inspector does not show in his report. A sum of Rs. 249 was spent, including the pay of the kyoung examiner.

209. PATNA DIVISION.—The number of aided primaries has increased from 3,175 to 5,328. There are 207 lower, 25 middle, and 10 girls' schools.

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The increase in the number of schools is due for the most part to the adoption of the chief-guru system at the end of the year by the Magistrates of Gya, Mozufferpore, and Durbhunga.

210. *Patna.*—Population 1,560,000; primary grant Rs. 8,000, of which the whole amount was expended, Rs. 2,809 being spent on 11 middle and 48 lower vernaçular schools. The total number of schools aided from the primary grant has risen from 750 with 11,664 pupils to 1,365 with 22,207. Unaided schools are 465. The increase was due to the fuller development of the chief-guru system, chiefly in the Behar subdivision. The district is divided into 60 circles, with a chief guru in each. They paid 3,397 visits during the year. The Magistrate, however, fears that the inspection of the subordinate pathsalas by the chief gurus has been by no means as effective as it ought to be. At the close of the year there were in all 1,850 gurus on the register, of which 60 were chief gurus receiving salaries of from Rs. 3 to Rs. 5 per mensem, 1,257 were paid according to the result of the examinations, and 465 received rewards for submitting returns.

211. *Gya.*—Population 1,950,000; primary grant Rs. 10,000; expenditure Rs. 10,716, of which Rs. 2,740 were spent on three middle and 54 lower vernacular schools. The total number of schools aided from the primary grant has fallen from 238 with 5,825 pupils to 213 with 5,742. Unaided schools are 1,043. The chief-guru system, which was under consideration for a long time, was introduced only in January 1880, and 50 circles of chief gurus have been formed. These 50 chief gurus paid 2,122 visits to pathsalas during three months of the year, and collected annual returns from 1,043 pathsalas. The orders of Government, introducing Nagri and Kaithi into the courts of the Patna Division, are producing very beneficial results even now. The Deputy Inspector, Pundit Siva Narayan Trivedi, reports that Nagri teaching is better appreciated by the villagers, and that some of the gurus of unaided pathsalas have been found purchasing Nagri books for the use of their boys and themselves. All of course learn Kaithi.

212. *Shahabad.*—Population 1,724,000; primary grant Rs. 9,000; expenditure Rs. 8,962, of which Rs. 2,914 were spent on three middle and 57 lower vernacular schools. The total number of schools aided from the primary grant has risen from 706 with 9,966 pupils to 712 with 9,617. Unaided schools are 237. The chief-guru system has been working in this district from September 1878. The district is divided into 55 circles with a chief guru in each. These chief gurus paid 8,143 visits to subordinate pathsalas during the year. Mr. Edgar, the Magistrate, who watched closely throughout the year the proceedings of the Deputy Inspector, has thoroughly accepted the system. Mr Barrow, the Joint-Magistrate and Secretary to the District Committee, who in his cold-weather tour inspected at central gatherings upwards of 100 pathsalas, was also favourably impressed with its efficiency and economy.

213. *Sarun.*—Population 2,064,000; primary grant Rs. 10,000; expenditure Rs. 9,858, of which Rs. 768 were spent on one middle and 14 lower vernacular schools. The total number of schools aided from the primary grant has risen from 664 with 11,196 pupils to 936 with 12,495. Unaided schools are 55. The increase of pathsalas was due, as usual, to the gurus placing themselves under the chief-guru system. The decrease of attendance was due to cholera, which ravaged the district during the year under review. There were 43 chief gurus, who travelled 12,728 miles and paid 6,244 visits to pathsalas under them. Mr. McDonnell, the Magistrate of the district, regrets the decreased attendance at school, but remarks favourably on the increased number of pupils declared competent at the primary scholarship examination, and attributes the result to the working of the chief-guru system, which received his entire support.

214. *Chumparun.*—Population 1,441,000; primary grant Rs. 8,000; expenditure Rs. 7,569, of which Rs. 1,336 were spent on one middle and 25 lower vernacular schools. The total number of schools aided from the primary grant has risen from 551 with 6,283 pupils to 642 with 8,268. Unaided schools are 133. The chief-guru system was adopted in this district in the preceding year. The district has 24 circles, with a chief guru attached to each. These chief gurus paid 4,322 visits to subordinate pathsalas under them during the

year. The Magistrate of Chumparun, who joined the district in April last, expresses his satisfaction at the increase in primary schools.

215. *Mozufferpore.*—Population 2,245,000; primary grant Rs. 11,000; expenditure Rs. 10,214, of which Rs. 541 were spent on nine lower vernacular schools. The total number of schools aided from the primary grant has risen from 230 with 6,226 pupils to 1,195 with 11,034. Unaided schools are 1,050. This satisfactory increase in the number of pathsalas and pupils was the effect of the introduction of the chief-guru scheme, which was adopted in the district during the year under review. The district is divided into 37 circles, with a chief guru attached to each. These chief gurus travelled 8,663 miles and paid 7,803 visits to schools in their circles during the year. The Magistrate writes;—"The results of the chief guru system seem to have been most satisfactory so far as they can be yet judged; and if the returns made by the chief gurus prove, after careful examination, to be fairly correct, the success of the system may be considered assured."

216. *Durbhunga.*—Population 2,139,000; primary grant Rs. 10,000; expenditure Rs. 8,786, of which Rs. 1,359 were expended on six middle and 22 lower vernacular schools. The total number of primary grant schools is 507 with 10,533 pupils, against 273 with 6,826 pupils in the preceding year. Unaided schools are 90. This increase was due to the partial introduction of the chief-guru system, adopted by the Magistrate at the end of the year under review. The Magistrate remarks that "the increase would have been much larger had not the committee thought it advisable to admit no schools which had not a minimum attendance of ten." The district is divided into 34 circles, with a chief guru in each. These 34 chief gurus travelled 2,061 miles and paid 946 visits to pathsalas during the short period during which the system was at work.

217. BHAGULPORE DIVISION.—The number of aided primaries has increased from 3,760 to 4,726. There are 156 lower, 22 middle vernacular, and 19 girls' schools. Under the operation of the chief-guru system every district of the Division shows some increase in schools and pupils, Monghyr and Bhagulpore continuing to take the lead as in former years, and the Sonthal Pergunnahs showing the least advance. Mr. Kean has recorded a favourable opinion of the working of the system in Monghyr. Mr. Hopkins, Magistrate of Purneah, adds his testimony to the value of a system under which the people are awakened from their lethargy by the gatherings at central examinations. The Deputy Inspector of Maldah attributes to the system the large increase reported in the number of primary schools in his district, and the Magistrate holds the same opinion. The Deputy Commissioner of the Sonthal Pergunnahs endorses the opinion of the Deputy Inspector that the system has given new life to many of the hitherto dull and unprogressive pathsalas.

218. *Monghyr.*—Population 1,813,000; primary grant Rs. 10,000; expenditure Rs. 9,774, of which Rs. 2,782 were spent on one middle and 62 lower vernacular schools. The total number of schools aided from the primary grant has increased from 1,464 with 18,235 pupils to 1,859 with 20,236. During his tour Mr. D'Oyly arranged for assemblies of schools at different centres, so as personally to judge of the working of the system. Though he regards the results as encouraging, he considers that there is still room for improvement.

219. *Bhagulpore.*—Population 1,826,000; primary grant Rs. 10,000; expenditure Rs. 10,015, of which Rs. 2,654 were spent on 21 middle and 56 lower vernacular schools. The total number of schools aided from the primary grant has risen from 1,303 with 13,877 pupils to 1,740 with 14,227. The chief-guru system is in full and successful operation. It appears that in Monghyr and Bhagulpore the inner and outer circles of indigenous pathsalas have become nearly conterminous, and measures have now to be taken in two directions, viz. (1) the improvement of existing schools; (2) the opening of new schools for those classes that do not avail themselves of the indigenous pathsalas. As a first step towards improvement, beyond the periodical examinations and payments, it is proposed to attract gurus to the lower and middle vernacular scholarship examinations by the offer of rewards for success in one or more of the prescribed subjects of examination, the reward in every case bearing a definite proportion to the local income of the guru.

220. *Purneah.*—Population 1,715,000; primary grant Rs. 8,000; expenditure Rs. 4,494, of which Rs. 523 were spent on nine lower vernacular schools. The

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total number of schools aided from the primary grant has risen from 486 with 7,463 pupils to 599 with 8,753. Mr. Hopkins speaks strongly in favour of the payment-by-results system as calling forth a spirit of emulation. The chief-guru system as subsidiary to the central examination tends to keep up the excitement and interest.

221. *Maldah.*—Population 676,000; primary grant Rs. 4,000; expenditure Rs. 3,476, of which Rs. 546 were spent on nine lower vernacular schools. The total number of schools aided from the primary grant has risen from 147 with 2,862 pupils to 244 with 4,773. Unaided schools are 16. Maldah has made a large advance during the year, owing greatly to the tact and energy of the Deputy Inspector, who hopes for still better results in future.

222. *Sonthal Pergunnahs.*—Population 1,259,000: primary fund Rs. 7,000; expenditure Rs. 6,481, of which Rs. 1,042 were spent on 20 lower vernacular schools. The total number of schools aided from the primary grant has fallen from 524 with 7,673 pupils to 481 with 7,235. Unaided schools are 72. "While the chief-guru system," writes the Assistant Inspector, "is adapted to the requirements of races which have indigenous schools and teachers of their own, it cannot directly promote education among aboriginal races, such as Sonthals and Pahariahs, for whom special agencies are required. In the Sonthal Pergunnahs the education of such races has mainly been left in the hands of the Missionaries The Church Mission Society, with head-quarters at Taljhari, and the Indian Home Mission, working at Benagoria as a centre, have been successful in bringing a good number of them under instruction. According to the returns 2,306 Sonthals and Pahariahs (including 394 Christian converts) attended the different classes of schools in the Sonthal Pergunnahs, of whom 18 were in Government vernacular schools, 22 in middle English schools, 57 in lower vernacular schools, 335 in training schools, 1,720 in aided primary schools, and 154 in unaided primary schools. There can be no doubt as to the great usefulness of the Missionary schools, which train up girls as well as boys, who are expected to become pioneers of civilization and order in their own villages. The largest number of Sonthals and Pahariahs previously noticed was 2,078 in 1875-76; and although the increase of 228 pupils now shown would not be regarded as considerable if applying to Hindus or Mahomedans, it has a marked significance when the backward character of the races affected by it is taken into account. The closing of several pathsalas by the Church Mission Society during the year for want of funds was no doubt a loss to Sonthal education. With improvement in the material condition of the race, and a continuance of the special civilizing efforts now being made in its behalf, better results may be hoped for. It may be noted here that while Sonthals and Pahariahs form 42 per cent of the population, they furnish only 23 per cent of the total number at school. Our efforts for some time to come must therefore be directed to attracting more Sonthals to schools till their number approaches more nearly to 42 per cent of the total school attendance in the district. That the attempt is not a hopeless one will appear from a consideration of the following facts and figures. In 1875 there were no Sonthals in higher and middle schools of the district; during the year under report 40 of them attended middle schools not under Missionary management. This circumstance may be looked upon as an earnest of better results to come, and as an indication that the Sonthals are beginning to feel, in however small a measure, a desire for education higher than primary."

223. CHOTA NAGPORE DIVISION.—The number of aided primaries has fallen from 775 to 715. There are 34 lower vernacular and two girls' schools. In all districts the system of fixed stipends prevails, but in each that of rewards after examination has been in some degree superadded. I have already pointed out in previous reports that the reward system is not suited to the wants of districts where there is not a large number of indigenous schools. In Chota Nagpore the work of the department is not so much to bring schools under inspection as to create them. The Assistant Inspector duly appreciates the obstacles in the way of success, and criticises the imperfections of the systems at work in the several districts.

224. *Manbhoom.*—Population 820,000; primary grant Rs. 8,000; expenditure Rs. 6,213, of which Rs. 536 were expended on nine lower vernacular schools. The number of schools aided from the primary grant in this district declined

from 380 with 8,621 pupils at the beginning of the year to 310 with 7,245 pupils at its close, and the number of unaided primaries from seven with 90 children on their rolls to five with 74 children. This falling off is due to the transfer to Bankoorah of two thanas, with 111 aided primaries attended by 2,442 pupils. There was thus no actual loss of either schools or pupils, but a gain of both. Of the 6,938 pupils in aided schools, six were Christians, 6,655 Hindus, 191 Mahomedans, and 86 'others,' mostly Kols and Sonthals. Of the 301 aided primary schools, 112 enjoyed fixed monthly grants, 99 were rewarded pathsalas, and 90 registered schools, in which the teachers got a rupee each for submitting annual returns to the Sub-Inspectors. Besides these, returns were received from five unaided schools, the teachers of which received nothing from Government. The Deputy Inspector estimates the existence of 60 more unaided pathsalas with 900 pupils; but these numbers are merely conjectural.

As in previous years, a general examination of pupils from the rewarded and unaided pathsalas was held at 14 centres; 131 schools, with a total roll number of 2,761, sent up 716 competing candidates. Of these, 657 pupils passed in reading and writing, and more than one-fourth of their number in all the four groups of subjects fixed for the examination. Thirty-two pathsalas failed altogether to pass boys at these centres. A sum of Rs. 329 was distributed among the successful pupils in money-prizes, and Rs. 822 were paid to the 99 gurus who sent up successful candidates, provided they had held their schools for at least six months before the examination, and had kept registers of daily attendance. Some of these teachers received further rewards for passing candidates at the primary scholarship examination, and for teaching girls to read and write. The reward system was introduced into the district in 1876, and until this year it worked with fair success. The transfer to Bankoorah of the two thanas of Raipur and Supur has robbed the district of its most promising field for the extension of the system.

225. *Hazaribagh.*—Population 772,000; primary grant Rs. 7,000; expenditure Rs. 5,532, of which Rs. 60 were spent on one lower school. The total number of schools aided from the primary grant has risen from 174 with 3,697 pupils to 180 with 4,528. Unaided schools are 52. The only change introduced into the district during the year under review was one concerning which there is considerable diversity of opinion. On the one hand is the Assistant Inspector's estimate, which is to the following effect. Before the commencement of the year there were two different systems working side by side, but in a great measure independent of each other. A certain number of schools were in receipt of fixed stipends of from Re. 1 to Rs. 5 each, as in Manbhoom and many other districts. The amount of stipend allowed to each pathsala was determined according to its locality, its income from fees, the qualifications of its teacher, and other local circumstances. The other class of schools were the independent pathsalas, whose teachers and pupils obtained rewards on the result of an examination held at several sub-centres in October, November, and December, and also on that of the primary scholarship examination held at centres. The chief object aimed at in this double system was to encourage by every means this latter mode of payment by rewards, and to discourage as much as possible the payment by monthly stipends. Thus, stipendiary schools once closed were seldom replaced by similar schools, but the money set free by their abolition was appropriated to the purpose of giving rewards. The ultimate aim was to effect gradually what could not be done all at once in a backward district, namely, to pay all primary schoolmasters by results. The late Deputy Commissioner of Hazaribagh and the Inspector of Schools both approved of this system, and it had been worked steadily and with fair results for about three years. Towards the middle of the year under review, however, the system of paying the teachers by fixed stipends was suddenly discontinued. If, argues the Assistant Inspector, payment by results had been introduced instead, the step, however premature for a district like Hazaribagh, would perhaps have been in the right direction. But that was not the case. A sort of payment by capitation was adopted in its worst form. The system which was originally in force in Lohardugga, but which has since been modified, had at least the merit of being as elastic as it was possible to make it.

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But the system which was now introduced into the Hazaribagh district was a hard-and-fast rule of capitation grants. A pathsala which has 25 pupils or upwards on its rolls, eight of whom at least can read print, is to get the full stipend of Rs. 5; that which has 20 pupils, one-third of whom are able to read print, Rs. 4; and so on. The system makes no special provision for teachers of schools who may have 50 pupils on their rolls, with seven who are able to read print, or of others having 24 boys on their registers, all of whom are able to do so. Moreover it does not assign any value to writing, reading of manuscripts, arithmetic, the writing of pottas, kabulyats, &c. A wily guru, who can manage to have always eight pupils able to read indifferently easy sentences out of a Hindi primer, will have preference, under this system, to another who has taught three batches of boys of seven each, one after the other, to read and understand passages from a book like the *Vidyankur*. If a certain number of boys can *read* printed books, that is quite enough. The quality of the reading is not taken into account. One of the most mischievous effects, continues the Assistant Inspector, will be the discouragement, and perhaps the discontinuance, of the payment of fees by the people, who had only just learnt to believe, by the unremitting exhortations of inspecting officers, that it was their duty to make such payments. For, when the number of pupils on the rolls of a village school is made to bear upon the value of the teacher's monthly stipend, the people cannot but think that they already oblige him sufficiently by sending their boys to him. Commenting on these opinions of the Assistant Inspector, the Commissioner, Mr. Hewitt, while agreeing with him in regarding the system as unsatisfactory, altogether dissents on the question of payment for attendance. In fact, he seems inclined to lay little stress at present on anything but attendance, leaving all else to the time when the desire for education has been fairly roused.

226. *Lohardugga.*—Population 1,237,000; primary grant Rs. 10,000; expenditure Rs. 9,010, of which Rs. 899 were spent on 18 lower vernacular schools. The total number of schools aided from the primary grant fell from 213 with 6,735 pupils to 198 with 6,925. Unaided schools are 76. The decrease is explained by the withdrawal of Government aid from 24 Mission schools, while four primaries were raised to the lower vernacular class. No change is reported in the system of payment, which gives fixed stipends according to attendance, modified by the progress shown at periodical inspections.

227. *Singbhoom.*—Population 318,000; primary grant Rs. 3,000; expenditure Rs. 2,854, of which Rs. 349 were expended on 11 lower vernacular schools. Of the 3,063 pupils attending the 63 aided schools, 243 were Christians, 578 Hindus, 4 Mahomedans, and 42,238 'others,' mostly Kols. Only one-fifth of the pupils can read and understand simple sentences in their mother tongue. The system of payment in force in the district may be summed up as follows:—There are two classes of pathsalas aided out of the primary fund, stipendiary and rewarded. The guru of a stipendiary school receives Rs. 2-8 or Rs. 3 as a fixed allowance. Besides this he is allowed a further reward every quarter if he can show satisfactory progress and good attendance. In the rewarded pathsalas the teachers get no monthly allowance, but depend solely on the quarterly rewards. "Under this system," adds the Deputy Inspector, "indolence and supineness have given way to activity and vigour, and all the gurus are exerting their utmost to obtain the full grant."

228. ORISSA DIVISION.—The number of aided primaries has increased from 4,528 to 5,460. There are 122 lower vernacular schools, which form an integral part of the system of primary education. The most important change in connection with the working of the primary school scheme was the experimental introduction of the system of payment-by-results into the sudder sub-division of the Pooree district, where its success has been fully equal to the favourable anticipations formed of it. In Khoordah the stipendiary system has been supplanted by that of payment-by-results since the close of the official year. The number of private pathsalas returned for this sub-division is 102, against 49 in the previous year; but the District Deputy and Joint-Inspectors estimate the actual numbers at 300. The success of the system in Orissa is now an accomplished fact. The scheme has undergone improvement in this Division through the recent introduction of a system of inspection by which, in the words of Mr. Whitmore, the Magistrate of Balasore, "the most secluded and insignificant hamlet is brought educationally *en rapport* with the outer

world, and the most old-fashioned abadhan made aware that he is no longer too obscure for criticism."

229. *Cuttack.*—Population 1,623,000; primary allotment Rs. 13,000, increased by a special grant of Rs. 2,000. All was expended, including Rs. 1,700 spent on 40 lower vernacular schools. The total number of schools aided from the primary grant has risen from 2,657 with 26,543 pupils to 2,876 with 29,759. Unaided schools are 274. The only special measure carried out during the year was the redistribution of the inspecting pundits' circles. The five inspecting pundits have been placed under the five Sub-Inspectors, with whose circles their own have been made conterminous. This has relieved the lower vernacular school teachers of a considerable part of the inspection work which formerly devolved on them.

230. *Pooree.*—Population 770,000; the primary grant is Rs. 7,000. To this was added Rs. 1,120 from the khas mehal funds. The whole was expended, including Rs. 1,433 spent on 38 lower vernacular schools. The total number of schools aided from the primary fund has risen from 479 with 6,623 pupils to 1,183 with 10,759. Unaided schools are 410. The result system was introduced into the sudder subdivision at the beginning of the year as already noticed, the schools in the Khoordah subdivision being retained upon the stipendiary system until the end of the year. The sudder subdivision was subdivided into 13 circles, and the pathsalas in each circle placed under one or two inspecting gurus, the average number in each circle being 73. Two standards were fixed for the pass examination. To each successful candidate by the higher standard four annas were given, while his abadhan received twelve annas; successful candidates at the lower test received smaller rewards at the discretion of the inspecting officers, the maximum rates being four annas for a girl and two and a half for a boy. All the pathsalas, 948 in number, that sent up candidates earned rewards; the number of rewarded children being 6,000 out of 6,011 who presented themselves for examination. Of these 1,926 boys passed by the higher test and 4,057 boys and 17 girls by the lower test. The Joint-Inspector remarks on these figures, "that there should be no margin whatever between the competing and the successful pathsalas is too good to be true." The Joint-Inspector estimates the "register-keeping" abadhans at 700.

231. *Balasore.*—Population 770,000; the primary grant is Rs. 7,000, all of which was expended, Rs. 3,426 being spent on 44 lower vernacular schools. The total number of schools aided from the primary grant has risen from 1,504 with 21,946 pupils to 1,527 with 26,263. Unaided schools are 438. In the system as worked in this district no rewards are paid to pupils except in special circumstances; nothing was so paid during the year, except Rs. 25 to two girls at the scholarship examination. Commenting on the figures returned from Balasore, the Joint-Inspector remarks that "they indicate increased activity in the collection of statistics," and he adds that this district has distanced the other two in the proportion of pupils to population. But Mr. Beadon, the Magistrate, doubts the accuracy of the Balasore returns. He points out that while in Cuttack 31,270 pupils are returned as attending 3,109 primary schools, as many as 29,702 are returned as attending the 1,921 schools of Balasore; while at the same time the population of the latter district is only half that of the former. At the same time he draws attention to the fact that while in Cuttack 18,194 or 57 per cent of the pupils competed at the examinations, in Balasore only 11,789 or 39 per cent competed. Rejecting the inference that the standard in Balasore was higher than that in Cuttack, he concludes:—"I have little doubt that this anomalous state of things is due to incorrect and exaggerated returns from Balasore." The Joint-Inspector combats this view of the matter, and maintains a fair increase both in the number of competing schools and in that of competing pupils in Balasore; while he asserts his belief that the returns for Cuttack (as also for Pooree) convey too favourable a view of the standard reached by the primary schools. He writes:—"It would seem that the inspecting officers (in Cuttack and Pooree), actuated by an unwholesome rivalry in showing their work to the best advantage on paper, have been over-liberal in their interpretation of the several standards under which the pathsalas have been classified." The doubt hanging over this question can only be dispelled by vigilant criticism of the returns for the current year.

PRIMARY EDUCATION.

232. *Orissa Tributary Mehals.*—The education in these mehals being mainly primary is treated of in this place, as in previous reports. The area of the mehals is 16,200 miles, and the population 96,355. The total number of schools at the close of the year was 294, against 287 last year, and the attendance was 5,044, against 4,689, the increase being seven schools and 355 pupils, all primary. There are two middle English schools, five middle vernacular, 41 lower vernacular, and 246 primary. The Dhenkanal middle vernacular school was converted into an English school during the year. The Talchar lower vernacular school has been closed; its place has been supplied by the Baramba school, opened during the year. The increase of eight primary schools is for the most part confined to Mourbhanj and Lahara. The inspecting staff is not yet strong enough to collect complete statistics of unaided primary schools in the mehals; but the Sub-Inspector of Ungool, Banki, and Dhenkanal estimates the total number of unaided schools in his circle at about 800. If his estimate be correct, the aggregate number of indigenous primary schools scattered over the whole area comprised under the tributary estates would scarcely fall short of 2,000.

The Government expenditure was Rs. 3,823, against Rs. 3,127 in the previous year, and the total expenditure Rs. 21,627, against Rs. 20,932. The increase was chiefly incurred in rewarding the 75 pathsalas in Ungool and Banki under the scheme sanctioned in 1878.

The work of inspection is carried on for the present by three sub-inspectors and a pundit. One of the sub-inspectors and the pundit are paid for by the estates in which they work; one sub-inspector is maintained entirely, and another partly, by Government. An addition to the staff is said to be needed.

The two middle English schools at the head-quarters of the Mourbhanj and Dhenkanal estates contained 236 pupils. A pathsala has been attached to the first, and a Sanskrit department to the second,—additions which may make these schools more useful and popular. Of five middle vernacular schools, the two at Banki and Ungool are Government schools; those at Bisipara (in the Kondmehals), Keongurh, and Atgarh are locally maintained. The Ungool school is the best, but the Dhenkanal and Bisipara schools also passed candidates at the vernacular scholarship examination of 1879. A scholarship was established for the benefit of the successful candidate at Bisipara, but he declined to take it up,—an instructive fact, remarks the Commissioner. The Dhenkanal boy took his scholarship to the survey school at Cuttack. Of 41 lower vernacular schools, 21 are in the Kondmehals, maintained from the proceeds of the grog-shop tax; five in Banki are Government schools, and seven in Dhenkanal are aided from the primary grant. The remaining eight in other estates are unaided. There are as yet none of this class in the Government estate of Ungool. Of 1,315 pupils in all these schools as many as 743 are Konds. Four Government schools in Banki, two aided schools in Dhenkanal, and four unaided schools—one in Dhenkanal and three in the Kondmehals—are efficient. Seventeen candidates from these nine schools passed the lower vernacular scholarship examination, out of 36 candidates from 16 schools who competed. Nine scholarships were awarded, tenable at the head-quarters middle schools.

Of 246 primary schools with 3,233 pupils, the Government estates of Banki and Ungool contain 75. These receive no fixed grants, but are examined for rewards under the new system introduced last year. Thirteen abadhans passed through the Cuttack normal school with success. The Mourbhanj estate maintains 15 Sonthali and 18 other schools. In Dhenkanal there are 100 primary schools; in Keongurh and Bamonghati 15 and 10 respectively; and smaller numbers in other estates. The primary scholarship examination was held for the first time last year, when 217 candidates competed from 88 schools, and 81 passed from 48 schools. Twenty-eight scholarships were awarded: ten by Government for the schools of its two estates, and the rest by the Maharajahs. Ten schools in Banki and 11 in Ungool were successful, 15 in Dhenkanal, and 12 in Mourbhanj and Keongurh. There are 56 girls at school.

The Superintendent of the Mehals places on record his appreciation of the valuable services rendered to education by the Maharajahs of Mourbhanj and Keongurh, especially by the former, "whose unflagging interest in everything that pertains to the intellectual improvement of the people of his killa claims the fullest acknowledgment."

PRIMARY EDUCATION.

233. PRIMARY SCHOLARSHIP EXAMINATION.—The following table shows the result of the primary scholarship examination. The subjects of this examination for Bengal Proper are—(1) hand-writing, manuscript reading, reading and explanation of Bodhoday; (2) the four rules of arithmetic, simple and compound, and the rules of Subhankar; (3) bazar and zemindari accounts and simple mensuration.

Primary Scholarship Examination, 1879-80.

DIVISIONS.	Number of schools which sent candidates.				Number of schools from which candidates passed.				Number of candidates who competed.	Number of candidates passed in the—				Number of scholarships gained.
	Government.	Aided.	Private.	Total.	Government.	Aided.	Private.	Total.		First division.	Second division.	Third division.	Total.	
Presidency	...	511	21	532	...	331	9	340	1,370	205	199	213	617	49
Burdwan	...	1,616	7	1,623	...	775	1	776	5,399	396	573	564	(a)1,649	69
Rajshahye	...	415	24	439	...	225	12	237	1,134	.....	.....	.....	(b)405	63
Dacca	2	755	52	809	2	627	36	665	2,365	867	400	114	1,381	57
Chittagong... ...	...	164	14	178	...	127	9	136	552	219	105	8	332	13
Patna	...	1,410	348	1,758	...	1,073	297	1,370	6,404	970	1,332	1,183	3,485	68
Bhagulpore ...	...	1,100	.....	1,100	...	755	.....	755	3,582	932	603	311	1,846	30
Chota Nagpore ...	...	256	.....	256	...	187	.....	187	616	86	139	120	346	30
Orissa	1	924	.....	925	1	640	.....	641	2,741	1,294	.....	.....	(c)1,294	32
Total ...	3	7,151	466	7,620	3	4,740	364	5,107	24,163	4,969	3,351	2,513	11,354	419

(a) 116 passed candidates were not classified.
(b) 405 ditto ditto.
(c) 1,294 ditto ditto.

In the previous year 16,910 pupils competed from 6,053 schools, and 7,965 passed from 3,747 schools. There is therefore an increase of 1,567 competing schools with 7,253 pupils, and of 1,360 successful schools with 3,389 pupils. There is an increase under every head in every Division, except in Chota Nagpore, which shows an unimportant decline. The greatest advance was shown, as in the previous year, in the Patna and Bhagulpore Divisions.

234. The social position of those who won the primary scholarships is shown below:—

Social Position of Primary Scholars, 1879-80.

	Upper classes.	MIDDLE CLASSES.				LOWER CLASSES.						Total.
		Service.	Estates.	Profession.	Trade.	Service.	Agriculture.	Trade.	Skilled labour.	Common labour.	Miscellaneous.	
Hindus ... Brahmins and Rajputs ...	.....	2	27	10	1	6	41	2	...	1	4	94
Hindus ... Kayasths and Baidyas ...	.....	11	9	13	3	33	23	3	1	2	...	96
Hindus ... Other castes	.....	2	3	3	8	11	63	32	9	3	3	137
Mahomedans	.....	...	4	2	1	6	52	6	5	1	3	80
Christians	.....	...	...	...	...	...	...	...	...	...	...	.....
Others	.....	...	...	...	...	...	10	...	...	...	...	10
Total ...	.....	15	43	28	13	56	189	43	15	7	10	419

Of 419 scholarships offered for competition among 600,000 pupils, 99 are held by boys of the middle classes and 320 by boys of the lower. These scholarships are intended to enable the picked boys of primary schools to rise to any position they be fitted for, and it is satisfactory to find nearly 78 per cent. held by the classes for whom they were established.

EDUCATION OF EUROPEANS AND EURASIANS.

235. EDUCATION OF EUROPEANS AND EURASIANS.—The table below shows the statistics for the last two years of such schools for the general education of Europeans and Eurasians as sent in complete returns:—

CLASS OF SCHOOLS.	Number of schools.		Number of pupils.	
	1878-79.	1879-80.	1878-79.	1879-80.
Government mixed schools	.....	1	.....	16
Aided schools for boys	8	8	1,617	1,563
Do. do. for girls	10	8	1,076	885
Do. mixed schools	18	21	892	1,000
Do. normal schools	1	1	9	10
Unaided schools for boys	4	4	555	578
Do. do. for girls	2	4	106	413
Do. mixed schools	3	.....	292	.....
Total ...	46	47	4,547	4,494

EDUCATION OF EUROPEANS AND EURASIANS.

236. A Government mixed school has been opened at Kurseong, near Darjeeling. Two aided girls' schools in Calcutta, and one aided mixed school in the Patna Division, have disappeared; while three mixed schools have been newly aided in Calcutta and one in Patna. The railway school at Goalundo, returned as an unaided mixed school last year, has now ceased to exist, after receiving aid for part of the year under report. The net result is an increase of one Government and one aided school, and a loss of one unaided.

The Church Mission normal school for Eurasian mistresses, which has been included among schools for special instruction, is added here to complete the list. The total cost of the Government school and the 40 aided schools was Rs. 2,66,594, of which Rs. 66,261 were contributed by Government. The total receipts for the year amounted to Rs. 2,78,591. Government contributes less than a quarter of the whole amount.

237. *Calcutta.*—With respect to the general condition of the Calcutta schools, I will quote the following extract from a report recently submitted to Government:—"It appears to be admitted that the number of schools and the amount of school accommodation in Calcutta is sufficient for the European and Eurasian children of the city. It is true that a considerable number of children are not at school, or do not attend with sufficient regularity to entitle us to class them as under instruction. A few of these, indeed, are prevented from attending because the day-schools nearest to, and most convenient for, them are already overcrowded; but the case of the rest would not be met by any feasible increase in the number of day-schools or the accommodation in them. Young children cannot walk even short distances; some of the children have no decent clothes to wear, and their parents are ashamed to send them to school; others, again, in quarters where few of their class reside, are too far from existing day-schools to be able to attend them. But a glance at the school-map of Calcutta will show how numerous the schools are in the European and Eurasian quarters of the town." The following table furnishes some details of these schools:—

European and Eurasian Schools in Calcutta, 1879-80.

Number.	Name and class of schools.	Management.	Pupils. 1878-79. Boys.	Girls	1879-80. Boys.	Girls.	Monthly Government grant.	Monthly schooling-fees.	Actual receipts from Government.	Total expenditure.	Remarks.
	High Schools.						Rs. A. P.	Rs. Rs.	Rs.	Rs.	
1	Doveton College(a)	Protestant ...	296	...	261	...	154 0 0	3 to 10	1,648	44,790	(a) The capitation grant is Rs 3 08 a head for 50 pupils.
2	St. James'	Ditto ...	137	..	127		200 0 0	4 to 6	2,400	26,188	(b) 74 pupils pay fees.
3 & 4	Free School(b)	Ditto ...	245	133	229	124	894 5 4	3	10,732	26,546	
5	St. Joseph's	Roman Catholic.	405	...	417	...	2 0 0 0	3 to 5	2,400	11,256	
6	St. Chrysostom's	Ditto ..	103	...	108	...	(c)75 0 0	1 to 4	675	3,394	(c) Grant raised from Rs. 50 to Rs. 75 during the year.
	Middle Schools.										
1	St. Stephen's	Protestant ...	26	37	26	24	100 0 0	1 to 3	951	2,940	
2	Old Church Day	Ditto ...	73	45	50	38	70 0 0	2 to 3	840	3,848	
3 & 4	Benevolent Institution ...	Ditto ...	140	109	118	102	(d)284 0 0	Free	3,390	6,692	(d) This includes a capitation grant of Rs. 75 a month.
5	St. Mary's(e)	Roman Catholic.	23	35	30	50	50 0 0	3 to 6	700	4,930	(e) A capitation grant of Re 1 a head for 50 pupils. The school received a special grant of Rs. 100 during the year
	Lower Schools.										
1	St John's	Protestant .	30	27	30	24	50 0 0	1 to 2	600	1,715	
2	St. Paul's	Ditto ...	18	67	27	69	55 0 0	1 to 1½	660	1,766	
3	St. Saviour's	Ditto ...	9	7	12	6	50 0 0	¼ to 1	529	1,058	
4	Cathedral Male Orphanage	Roman Catholic.	227	...	230	...	200 0 0	Free	2,400	5,316	
5	St. James' Elementary(f)...	Protestant ...	...	...	12	22	50 0 0	¼ to 1	101	960	(f) A capitation grant of Re. 1 a head for 50 pupils
6	St. John's Chapel(g) ...	Roman Catholic.	...	...	8	29	25 0 0	2	95	540	(g) A capitation grant of As. 8 a head for 50 pupils.
7	Baptist Mission(h)	Protestant ...	...	...	21	16	25 0 0	1 to 1½	137	560	(h) A capitation grant of Re. 1 a head for 25 pupils.
	Girls' Schools.										
1	Church Mission Normal ..	Protestant ...	...	9	...	10	160 0 0	(i)15	1,920	7,728	
2	European Female Orphan Asylum.	Ditto ...	...	52	...	58	200 0 0	Free	2,400	9,546	(i) Inclusive of lodging and board.
3	Calcutta Girls'	Ditto ..	...	97	...	124	200 0 0	(j)16 to 20	2,400	16,155	(j) Ditto ditto.
4	Old Church Parochial Home	Ditto ...	...	24	...	24	(k)75 0 0	Free	837	2,697	(k) The capitation grant has been raised from Rs. 51 to Rs. 75.
5	Bow Bazar Loretto	Roman Catholic	..	300	49	173	150 0 0	1 to 4	1,800	6,108	
6	Entally Loretto	Ditto ...	7	213	12	198	250 0 0	1	3,000	7,104	
		Total ...	1,739	1,155	1,769	1,191	3,517 5 4	.....	40,615	1,92,437	
	Dhurrumtollah Girls'(l) ...	.....	...	...	...	...	50 0 0	.....	.....	.....	(l) Received a grant at the close of the year.
	Unaided Schools.										
	St. Xavier's	Roman Catholic.	430	...	426	...	.....	.....	.....	.....	
	Armenian Philanthropic Academy.	Greek ...	52	...	50	...	... ..	.....	.....	.....	
	Calcutta Boys'(m)	Protestant ...	35	...	56	...	.....	. ...	.....	.....	(m) Received a grant of Rs. 25 in May.
	Loretto House	Roman Catholic.	...	136	...	161	.....	....	..	.....	
	Doveton Institution for Young Ladies.	.....	...	...	...	147	.....	.....	.....	.....	

EDUCATION OF EUROPEANS AND EURASIANS.

In addition to the schools in the foregoing list, there are several others which receive no aid from Government and furnish no returns. Among them are the La Martiniere for boys and girls, the Pratt Memorial school for girls in Circular Road, two regimental schools in the Fort, the Military Orphan school at Kidderpore, and seven private-adventure schools, of which Mr. Ardwise's in Dharamtolah is the largest.

238. The next table shows the social position of the pupils at the various schools so far as I have been able to ascertain it. Though these schools are established primarily for the education of children of European and Eurasian parents, it will be seen that in some of them there are children of a different origin.

Social Position of the Pupils of European and Eurasian Schools in Calcutta for 1879-80.

Number.	Name of School.	Total number of pupils.	Upper classes of society.	Middle Classes of Society.					Lower Classes of Society.							Remarks.
				Government service.	Estates.	Profession.	Trade.	Total.	Service.	Agriculture.	Trade.	Skil labour.	Common labour.	Miscellaneous.	Total.	
	Aided under the Minute of February 1875.															
1	St. John's	54	...	24	...	...	6	30	...	...	12	3	...	9	24	4 Jews.
2	St. Paul's	96	...	6	...	6	26	38	8	7	8	10	14	11	58	
3	St. Saviour's	18	...	9	...	...	...	9	3	...	1	...	...	5	9	
4	St. Stephen's	50	...	26	...	14	10	50	...	...	...	...	...	...	...	
5	Cathedral Male Orphanage ...	230	...	...	...	...	...	...	...	...	...	...	...	230	230	
6	St. Joseph's	417	...	168	4	118	77	367	9	...	16	...	...	25	50	2 Hindus and 11 Mahomedans.
7	St. Chrysostom's	108	...	16	...	24	10	50	40	...	11	...	6	1	58	21 Hindus and 7 Mahomedans.
8	Bow Bazar Loretto	222	...	45	...	...	20	65	35	...	22	...	...	100	157	
9	Old Church Day	88	...	40	3	2	20	65	...	...	9	1	6	7	23	1 Jew.
10	Doveton College	261	14	111	15	26	63	215	...	...	...	...	...	32	32	6 Hindus, 4 Mahomedans, and 22 others.
11	Benevolent Institution for boys	118	...	2	2	6	10	20	12	14	14	18	2	38	98	18 Hindus, 0 Mahomedans, and 2 others.
12	Ditto ditto for girls	102	...	6	...	11	4	21	2	13	6	17	...	43	81	
13	Old Church Parochial Home ...	24	...	...	...	...	...	...	...	...	...	...	...	24	24	
14	St. Mary's	80	...	33	...	19	...	52	...	...	...	...	...	28	28	
15	St. James' Elementary	34	...	3	2	3	1	9	6	...	5	2	...	12	25	
16	St. John's Chapel...	37	...	1	...	14	5	20	6	...	3	...	...	8	17	
17	Baptist Mission	37	...	...	...	15	...	15	4	...	...	11	...	7	22	
	Total ...	1,976(*a*)	14	490	26	258	252	1,026	125	34	107	62	28	580	936	(*a*) 107 non-Christians.
	Other Aided Schools.															
1	St. James'	127	...	44	5	70	8	127	...	...	...	...	...	...	...	2 Burmese.
2	Church Mission Normal ...	10	10	...	...	...	...	...	...	...	...	...	...	...	...	
3	Entally Loretto	210	...	12	4	3	4	23	87	...	...	...	...	100	187	
4	Free School for boys	229	...	124	...	69	36	229	...	...	...	...	...	...	...	
5	Ditto for girls	124	...	57	...	12	7	76	30	...	...	...	...	9	48	
6	European Female Orphan Asylum.	55	...	...	1	...	3	4	27	...	13	2	...	12	54	
7	Calcutta Girls'	124	3	72	4	14	15	105	...	...	...	...	...	16	16	
	Total ...	882(*b*)	13	309	14	168	73	564	153	...	13	2	...	137	305	(*b*) 2 non-Christians.
	Unaided Schools.															
1	St. Xavier's	426	102	167	47	54	56	324	...	...	...	...	...	...	...	24 Hindus, 14 Mahomedans, and 20 others.
2	Armenian Philanthropic Academy.	50	...	...	...	10	8	18	...	...	20	5	2	5	32	
3	Calcutta Boys' (Dr. Thoburn's)	56	...	12	...	14	17	43	2	...	...	...	...	11	13	
4	Loretto House	161	41	60	10	50	...	120	...	...	...	...	...	...	..	3 Hindus.
5	Doveton Institution for Young Ladies.	147	12	47	3	22	63	135	...	...	...	...	...	...	...	4 Jews and 4 others.
	Total ...	840(*c*)	155	286	60	150	144	640	2	...	20	5	2	16	45	(*c*) 69 non-Christians.
	Grand Total. ...	3,698(*d*)	182	1,085	100	576	469	2,230	280	34	140	69	30	733	1,286	(*d*) 178 Ditto.

239. Full returns were received from 29 schools with 3,698 pupils, against 28 schools with 3,735 pupils in the preceding year. If we deduct from these figures the number of pupils who were not Christians, we have 3,520 for last year, against 3,459 in the preceding year. Of these schools, 10 were attended by boys only, 10 (including the Church Mission normal school) were returned as girls' schools, though attended in some cases also by very young boys, and nine were mixed. Of the 3,698 pupils, 2,299 were boys and 1,399 were girls.

240. Of the ten boys' schools, seven were aided and three unaided. The number of pupils in the seven aided schools has decreased from 1,553 to 1,490; the decrease having taken place in the Doveton, St. James', and Benevolent schools.

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The Doveton, St James', St. Joseph's, St. Chrysostom's, and the Free School, are classed as high schools, because they are all able to pass pupils by the Entrance standard. Excluding the Free School, the expenditure on the other four schools was Rs. 1,05,628, of which Rs. 7,213 was paid by Government. The cost of educating each pupil was between Rs. 9 and Rs. 10 a month. This, however, cannot be taken as a fair sample of the cost of high school education for European and Eurasian boys, as nearly half the numbers entering into the calculation are in St. Joseph's school, which is a middle class school with a very small high department attached. The real cost of high education is about 50 per cent. higher than that here indicated. The remaining aided schools are the Benevolent Institution (middle), and the Catholic male orphanage (lower).

241. Of the 10 girls' schools in this year's returns, eight are aided and two unaided. The aided schools are the same as in the last year's report; with the omission of Mrs. Powell's school, from which the grant was withdrawn during the year, and the Christian-Jewish school, which contains only Jews and Parsees, and no Eurasians, but which has been included in the returns under this head in former years, and also in the summary and tables of this report. The unaided Martiniere for girls failed to submit returns, while the Doveton school for young ladies, which sent in no returns last year, appears in this year's table. The other unaided school is the Loretto Convent school. The eight aided schools are the Church Mission normal school, the Free School for girls, the European Female Orphan Asylum, the Calcutta girls' school, the Bow Bazar Loretto, the Entally Loretto, the Old Church Parochial Home, and the Benevolent Institution. The number of girls in these eight schools was 813. Excluding the Free School and Benevolent Institution, the expenditure on the remaining six schools was Rs. 49,338, of which Government paid Rs. 12,357, and the cost per head was nearly Rs. 7. A reference, however, to the first of the above tables, which exhibits the expenditure and the rates of fees charged in all schools in Calcutta, will show that the circumstances of these schools vary so greatly that it is impossible from the returns to form any general estimate of the actual cost of tuition.

242. The number of mixed schools, all of which receive aid, has been increased by the addition of St. James' elementary school under Church of England management, of St. John's Chapel school under Catholic management, and of the Baptist Mission school. The expenditure of these schools, excluding that of the three new schools which have returned figures only for the few months during which they have been in receipt of Government aid, was Rs. 16,257, of which Government paid Rs. 4,280, or at the rate of Rs. 8 a head.

243. Excluding the large grant to the Free School, Government has contributed about 25 per cent. of the cost of the middle, lower, and girls' schools that receive aid; about 15 per cent. of the cost of aided high schools; and of the total expenditure of all aided schools, including the Free School, Government has paid something more than 21 per cent.

244. The success of the high English schools at the last Entrance examination is shown in the following table. It is to be regretted that only 18 candidates passed the examination, against 32, 32, and 40 in three preceding years. The loss is most serious in the St. Xavier's and Doveton schools, which in 1876 passed 17 and 11 candidates respectively. The St. Chrysostom's and Free schools seem to pass candidates every alternate year:—

Name of School.	Number of candidates.		First Division.		Second Division.		Third Division.		Total.		Scholarships.	
	1878-79.	1879-80.	1878-79.	1879-80.	1878-79.	1879-80.	1878-79.	1879-80.	1878-79.	1879-80.	1878-79	1879-80.
St. Xavier's	20	25	.....	.....	7	3	2	3	9	6	.....	.....
Doveton	13	12	3	1	3	3	.....	1	6	5	1	1
La Martiniere	6	3	3	.....	3	1	.....	1	6	2	.....	.....
St. James'	6	4	.....	.....	.....	1	3	.....	3	1	.....	.....
St. Joseph's	6	8	.....	.....	2	2	.....	.....	2	2	.....	.....
St. Chrysostom's	3	3	.....	.....	.....	.....	1	.....	1	.....	.....	.....
Free School	3	.....	.....	.....	1	.....	1	.....	2	.....	.....	.....
Armenian Philanthropic Academy	4	4	1	.....	2	1	.....	1	3	2	.....	.....
Total ...	61	59	7	1	18	11	7	6	32	18	1	1

245. During the past year special examinations were carried on of the middle, lower, and girls' schools in Calcutta, with the object of deciding how many of the pupils in each school came up to the different standards of examination which it is proposed to establish for European and Eurasian schools in Bengal. The standards are based, with necessary modifications, upon those of the Revised Code in England; and when the schools have re-formed their classes and courses of study in accordance with the standards, it will be possible to institute a more complete system of yearly grants.

246. The schools outside Calcutta that have furnished returns are 15. Of these one is a Government school, 14 are aided, and three unaided. They are shown below:—

			Boys.	Girls.
Government Railway school	Kurseong	Undenominational	15	12
St. Paul's school	Darjeeling	Protestant	72	..
Girls' do.	Ditto	Ditto	...	21
Railway do.	Jamalpore	Ditto	91	41
Ditto do.	Buxar	Ditto	32	25
Ditto do.	Assensole	Ditto	25	20
Ditto do.	Raneegunge	Ditto		
Ditto do.	Rampore Hat	Ditto	3	7
Ditto do.	Khagoul	Ditto	23	32
Goolzarbagh school	Patna	Ditto		
St Thomas' do.	Howrah	Ditto	59	70
Milman's do.	Ditto	Ditto		
Chinsura do.	Hooghly	Ditto	2	11
Girls do.	Dacca	Ditto	26	18
Do. do.	Cuttack	Ditto	13	5
			361	265
Unaided Schools.				
Convent school	Bankipore	Roman Catholic	...	51
Boys' do	Ditto	Ditto	46	...
Convent do.	Cuttack	Ditto	...	112
			46	163
			407	428
		Total	835	

In addition to the schools included in the above list, which alone have furnished returns, the following unaided schools are known to exist, some of them having applied for grants in aid :— St. Joseph's school for boys at Darjeeling, and the Convent schools at Darjeeling, Hazaribagh, Assensole, and Cuttack. All these are Roman Catholic schools.

247. The Kurseong railway school, which opened in August 1879 with 16 pupils, soon filled, and is about to move into new and more spacious quarters. By a recent notification of Government, it will now be thrown open on very favourable terms to the children of persons employed in the Public Works and Telegraph Departments, in addition to the children of officers on State Railways, for whose benefit it was in the first instance designed. It will continue to be, as it has been, open to the general public; and the Eastern Bengal Railway Company pay a subsidy of Rs. 100 a month towards the fees of those children of its employés who attend the school.

248. The first two schools on the aided list are intended for pupils of the well-to-do class. St. Paul's is a high school, sending pupils to the Entrance examination; while the Darjeeling girls' school, though now a middle school, aims at giving a high class education before long. The rest are all primary schools, inasmuch as they teach from the rudiments; but several of those coming early on the list are also middle schools, though, in the absence until lately of any exact definition of the standards, it is difficult to classify them with accuracy. The Dacca school has long been unsuccessful, owing to the poverty of the parents and the insufficiency of the local contributions. Of a total of Rs. 1,800 allotted to it by Government, it was unable to draw more than Rs. 1,046, an amount equal to that of the fees and subscriptions. The school at Goolzarbagh is a new school; it is chiefly attended by children of persons employed in the opium godown at Patna. The Jamalpore school is the best of all the railway schools; its expenditure was Rs. 11,970, towards which Government contributed Rs. 2,733. The Cuttack aided school is reported to be in an unsatisfactory state, and an

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application has been received for a grant to the Roman Catholic school of the same place, which is numerously attended.

The total expenditure on European and Eurasian schools out of Calcutta was Rs. 64,130, of which the Government contribution amounted to Rs. 17,653.

FEMALE EDUCATION.

249. FEMALE EDUCATION.—Excluding schools for Europeans and Eurasians, the returns for which have been separately given, the table below shows the progress in female education during the year:—

	1878-79.		1879-80.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools	2	270	2	251
Aided "	339	8,179	454	10,400
Zenana " (aided)	130	2,017	141	2,194
Private "	72	2,031	60	2,025
Total ...	543	12,497	657	14,870
Girls in boys' schools ...	...	11,235	...	13,643
Total girls ...	...	23,732	...	28,513

The increase of aided girls' schools and of girls attending them is very large; it is mainly in primary schools. It will be seen that there is a decrease of 12 in the number of private girls' schools returned, though the number attending such schools is nearly the same as last year. There is a large increase in the number of girls reading in village schools for boys.

250. The number of girls in the different stages of progress is given in the following table:—

	1878-79.	1879-80.
Higher stage	37	37
Middle "	1,545	1,730
Primary " (upper)	6,741	7,654
Ditto " (lower)	15,409	19,092
Total ...	23,732	28,513

There is a fair increase in the number of girls who have reached the middle stage, and a still larger increase of those in the upper primary stage. The increase in the lower primary stage arises naturally from the large addition that has been made to the number of girls reading in primary pathsalas.

251. As was noticed in the previous report, the Government Bethune School was raised to the status of a college by the appointment of a lecturer to teach the First Arts course. The only student in this department of the school was Miss Kadambini Bose, who passed the Entrance examination in December 1878. In March last the Lieutenant-Governor sanctioned the admission to the college class of Miss D'Abreu, who passed the Entrance examination in December 1879. By the admission of Miss D'Abreu, the question has been decided as to the admission to the new college classes of other than Hindoo girls. At the same time Government rejected an application for the admission to the school department of a pupil who was not of Hindoo nationality. The rule was also laid down that no girl should be admitted to the college classes who had not passed the Entrance examination, and who was not prepared to continue her studies for the First Arts examination. During the year the establishment of the school has been much strengthened. Better accommodation has been provided for the boarders by their removal to the school-house and by additions to the buildings. The net grant has been raised from Rs. 650 to Rs. 750 a month.

252. The second of the two Government schools is the Eden female school at Dacca, established in 1878. In March last its roll number was 147, against 153 in the previous year. In 1879 the average attendance was 70; last year it was 90. The total expenditure was Rs. 5,106, of which Government contributed Rs. 4,320. Two pupils from this school passed the lower vernacular scholarship examination, and are now reading for the middle scholarship examination. Twenty-four of the pupils learn English. All are Hindoos, with the exception of four Christians and one Mahomedan.

253. In Moorshedabad district three girls passed the primary scholarship examiantion. As usual, the girls' scholarship examination of the districts of

Hooghly, Howrah, Burdwan, and Bankoora was conducted under the superintendence of the Uttarpara Hitakari Sabha Of 49 candidates 12 passed by the final examination, and 6 and 24 by the two earlier standards respectively: 30 girls were selected for scholarships. Besides these, eight scholarships were awarded to girls in Midnapore schools. In the Rajshahye Division only one girl passed the primary scholarship examination; she was a pupil of the Serajgunge school. In the Dacca Division the Zenana Education Society is no longer working successfully, and it seems from the Inspector's report to be doubtful whether the grant of Rs. 150 a year should be continued. In Tipperah two girls passed the lower vernacular and six the primary scholarship examination; and in Mymensingh three girls passed the primary scholarship examination. In Chittagong four girls passed the primary scholarship examination and two received stipends. The Balasore Zenana Association is reported to be doing good and useful work.

Reviewing the work of the year in all Divisions, while no great change is apparent in the state of female education, it is clear from many indications that progress continues.

254 Returning to Calcutta, the subjoined statement shows in detail the institutions other than the Bethune school which are aided by Government for the promotion of female education:—

I.—Zenana Agencies.

	Monthly grant Rs	A.	P
American Mission Agency	752	0	0
Church Mission Society's Agency	300	0	0
Church of Scotland Agency	100	0	0
Free Church Agency	90	0	0
Total	1,242	0	0

II.—Normal Schools.

Free Church Normal School	166	10	8
Church Mission Society's School	160	0	0
Total	326	10	8

III—Orphanages.

Church of Scotland Orphanage	40	0	0
American Mission Foundling Asylum	100	0	0
Free Church Orphanage	75	0	0
Total	215	0	0

IV.—Schools for Native Girls.

Church of Scotland—			
Dhobapara	20	0	0
Kidderpore	20	0	0
Sonai	20	0	0
Free Church—			
Dr Duff's	80	0	0
Syambazar	14	0	0
Hindu Girls	15	0	0
Church Mission Central school	50	0	0
Wesleyan, Toltollah	20	0	0
Unitarian, Mott's Lane	30	0	0
Total	269	0	0

255. Mrs. Wheeler, Inspectress of Schools, has furnished progress returns of 2,119 pupils reading in zenanas or in schools connected with zenana agencies. It will be worth while to repeat the explanation given last year of the standards fixed for girls. The primary stage, lower section, is that of a child who can read little words, can distinguish the different letters composing the words, can write the

FEMALE EDUCATION.

alphabet neatly, and can numerate up to 50, and who has not gone beyond that standard. In the higher section of the primary stage a child should at least be able to read little stories, to spell words with compound letters, to write easy sentences from dictation, and to write and count the numbers up to 1,000. If she can answer questions about the stories she has been reading, can write such stories from dictation, and spell and explain compound words, can numerate up to five figures with cyphers, and do a simple addition sum, she is at the upper limits of the primary, and close on the middle stage. In the middle stage she should read *Bohoday*, write and spell well, and do addition and subtraction. If she further knows a little grammar and the definitions of geography, can write and spell faultlessly, can turn a piece of poetry into prose, and do a multiplication sum, she is approaching the confines of the upper stage.

256. Applying these standards to the pupils examined by Mrs. Wheeler, it appears that 1,861 are in the lower primary stage, 200 in the higher primary, and 58 in the middle stage; while none of those examined had reached the upper stage. Of the 58 pupils returned in the middle stage of progress, 19 were in the Hindu girls' school, which is one of the ordinary aided schools, and attended only by young girls; 30 were pupils taught and examined in their own houses, that is, strictly zenana pupils. The other nine were pupils in zenana schools. Although the whole number passed in the middle stage is small, yet the fact that more than half were strictly zenana pupils is some proof that the work in the zenanas is not wholly ineffectual. This appears still more clearly when we find that of 1,876 pupils examined in the schools of four agencies, including the Hindu girls' school, only 28 were in the middle stage, while the 30 pupils in zenanas passed out of a total examined of only 226. It is fair to infer from this comparison that there is real work done by the zenana teachers in the instruction of pupils who are too old to read any longer in the schools; while we are no less called upon to infer that the teaching in these latter is very far from being all it should be.

257. To appreciate properly the real significance of the foregoing figures some explanation is necessary. And firstly: of 266 pupils, none in the middle stage, examined in schools connected with the zenana agencies of the Society for the Propagation of the Gospel, hardly 7 per cent. had been more than one year under instruction, though the ages of the pupils ranged from 8 to 13 years, and in a few cases even to 14, 15, and 16 years. Of 889 pupils examined, 97 in private houses and 792 in schools connected with the American Mission agency, of whom but 16 have reached the middle stage, only some 35 have been under instruction for more than two years. It is noticeable that not more than half of those who are returned as in the middle stage of progress have been longer than two years under regular instruction—a fact that seems to indicate that considerable progress is made by women in their own homes without any aid from zenana visitors. Continuing the investigation, we find that of 350 pupils examined, 310 in schools and 40 in houses under the instruction of the ladies of the Free Church Mission, 31 being in the middle stage, less than 15 per cent had been under instruction for more than two years. A large proportion of those in the middle stage of progress are in the Hindu girls' school, little girls of 9, 10, and 11 years of age. And of 614 pupils examined, 520 in schools and 94 in houses under the Church Mission agency, 11 being in the middle stage, less than 10 per cent have been under instruction for more than two years. In the case of this agency it has to be borne in mind that many of the pupils examined were in Kishnaghur, where the agency has only recently begun to work. In the next place it is necessary to remark that, even in the case of those pupils who have continued for more than two years under instruction, the Inspectress has to record against many names that their attendance has been "off and on" only, and sometimes that they have "resumed their studies after a long interval." And lastly, it remains to be pointed out that there is a constant change of pupils going on both in the schools and the zenanas, preventing anything like the regular and systematic teaching of the boys' schools. A girl is under instruction for a month or six months; she is then withdrawn for a time long enough to forget the little she had learned, and when she returns to work she has to begin all over again. In many instances these intervals are reckoned

up with the periods of study, a proceeding which no doubt accounts for such surprising cases as that of the young lady in one of the schools, who, after nine years' study, has, at the age of seventeen, attained to the higher primary stage, and of the girl who, though "not a stupid child," is, after four years' study, "unable to numerate three or four figures."

258. The foregoing figures will help us also to appreciate the difficulties which beset the ladies of the several agencies in their work of teaching, as well as Mrs. Wheeler in her less pleasant duty of testing that work. At the same time it must be pointed out again to the several agencies that their efforts do not appear to be sufficiently directed to consolidating their work, instead of extending its operations. There are still signs of too much opening of new schools, and too frequent removal of old schools to new sites, where they come into injurious competition with established schools, causing a general reduction of fee-rates. I would once more press upon the attention of the agencies the wisdom of contracting their work within limits more closely corresponding to their powers of usefulness. Comparing the percentage of pupils passed in the higher, primary, and middle stages on the totals of pupils examined, the Church Mission agency stands highest of those reported on by Mrs. Wheeler, the Free Church agency second, and then the American Mission and the Society for the Propagation of the Gospel. The Church Mission Normal school must again be distinguished for its excellent discipline and its success in training teachers, a distinction which was erroneously given in the last report to another institution.

259. It remains to report the steps taken towards the institution of the system of payment by standards referred to in the last report. Towards the close of the year a scheme of six standards was established for the examination of all girls under instruction in Calcutta, and in such schools outside of Calcutta as are directed by agencies having their head-quarters there. The scheme has been now promulgated to all concerned, and the several agencies have been requested to work up to these standards in future, so as to arrange their pupils, whether in open schools or in private zenanas, on this principle of classification. Ultimately the grants will be determined by success in the examinations under the several standards; in the meantime they will supply the teachers with a more exact test for registering the progress of their pupils, and so obviate the great discrepancies that at present appear in the returns of progress as submitted by themselves and by the Inspectress of Schools.

Standards of Examination for Vernacular Girls' Schools and Zenanas.

	Standard I.		Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
	A.	B.					
Reading ...	To recognize and name the letters of the alphabet, vowels, and consonants.	To have a correct knowledge of the sound and formation of the different vowel signs spelling of small words from Part I, Barnaparichay, or other primer.	To read with intelligence from any primer; to spell without mistake up to বক্তৃতা in Part II, Barnaparichay, or other book of the same standard.	Competent knowledge of spelling in Part II, Barnaparichay, intelligent reading of Book III (Sishu-shikha), or any other of the same class; reciting ten lines of poetry from Poetical Reader No. I.	Bodhoday; general knowledge of meanings; to recite twenty lines of poetry from Poetical Reader No. I.	Minute explanations from Bodhoday; reading from Bastubichar; poetry from Poetical Reader No. II.	Questions from Bastubichar; Charupath, Parts I and II; Poetical Reader No III; rendering poetry into prose.
Writing .	To write the letters neatly and firmly	Writing easy words from dictation.	Dictation from primer.	Dictation from Book III.	Dictation from Bodhoday, a sentence slowly read out twice.	Dictation from Bodhoday; rewriting the meaning in simpler Bengali.	Dictation, paraphrasing, composition.
Arithmetic ...	To count up to 50, and be able to state of what two digits each number is composed; easy mental arithmetic.	Numeration to 99; addition.	Notation and numeration up to four figures; addition.	Notation and numeration in five figures; addition; subtraction; tables up to 3 × 12.	Notation and numeration in six figures; addition; subtraction; tables up to 10 × 12.	Notation and numeration in six figures; the four simple rules; tables up to 12 × 12.	Four simple rules; four compound rules; and reduction.
Grammar ...	.....	.....	.....	.....	.....	Sandhi	Sandhi and Samas, with examples from the lesson books.
Geography ..	.....	.....	.....	.....	.....	Definitions; map of Asia.	Map of the world and of India in detail.

English, if taught, to be according to the standards of examination for Anglo-Indian schools, as far as reading, writing, spelling, and reciting are concerned. Arithmetic, grammar, geography, and history are not required.

VI.—SPECIAL INSTRUCTION.

SPECIAL INSTRUCTION.

260. This department comprises the subjects of law, medicine, and engineering, surveying schools, industrial schools, and the School of Art. Normal schools and schools of Oriental learning are also treated under this section. The general statistics are shown in the following table:—

Statement of Attendance and Expenditure in Schools for Special Instruction in 1879-80.

	Number of institutions.	Pupils.	Receipts from Government.	Total expenditure.
Government Law Schools.			Rs.	Rs.
Presidency College	1	212	246	18,523
Hooghly "	1	29	127	1,775
Krishnagur "	1	9	.....	410
Dacca "	1	22	404	1,971
Patna "	1	39	.....	2,400
Rajshahye "	1	10		140*
Total	6	321	777	23,219
Medical College, Calcutta	1	153	1,59,122	1,70,162
Civil Engineering Department, Presidency College	1	73	36,865	42,462
Government Medical Vernacular Schools.				
Sealdah	1	250	28,944	38,103
Patna	1	147	18,663	19,728
Dacca	1	83	14,220	17,104
Cuttack	1	28	3,897	3,897
Total	4	508	65,724	78,832
School of Art	1	76	17,046	19,591
Government Survey Vernacular Schools.				
Dacca	1	67	2,487	3,271
Patna	1	39	2,059	2,348
Cuttack	1	32	2,299	2,458
Total	3	138	6,845	8,077
Artizan Schools.				
Dacca	1	12	2,619	4,311
Ranchi	1	6	659	1,059
Dehree	1	39	540	540
Total	3	57	3,818	5,910

* Opened in January 1880.

261. Comparing these figures with those for the preceding year, it appears that the number of law students has increased from 227 to 321: that the number of students in the Medical College has decreased from 208 to 153; and in the Civil Engineering College from 89 to 73. All these departments of instruction are connected with the University; the preliminary qualifications required for each course being the B.A. degree for law, the F.A. certificate for medicine, and the Entrance certificate for engineering. The total number of those reading for a professional career has increased from 524 to 547.

Turning to schools of a lower class, the pupils in vernacular medical schools have declined from 609 to 508, and those in vernacular survey schools from 165 to 138. The attendance at artizan schools has fallen from 146 to 57, the Dehree school for European apprentices having been closed just before the end of the year. There is no change in the number of pupils at the School of Art. It will be observed that these figures do not include the returns of the new Engineering College at Howrah, which was opened shortly after the beginning of the present year with about 150 pupils, including those from Dehree and the Civil Engineering students of the Presidency College. On the whole, the new vernacular schools for special instruction, though showing variations from year to year, must be claimed amongst the most useful and successful institutions in the province. The students are well taught, and there is an increasing demand for their services after they leave the school—a sure test of the value of the training. It is much to be regretted that Hindoos of Behar still hold aloof from the medical and survey schools which have been established for their benefit.

SPECIAL INSTRUCTION.

262. LAW.—There are six Government colleges this year to which a law class reading for the B.L degree is attached, a new class having been opened in January at Rajshahye. Usually, also, each college has a class reading for the first grade pleadership examination of the High Court. There is a small class of this kind attached to the Chittagong College; it is taught by the head-master, who receives only the fees paid by the students. It is not included in the returns. The University requires that, of the full course of three years, two must be passed after the student has taken the degree of B.A.; hence students commonly join the law classes in their fourth year. The fluctuations to be observed from year to year in the number of law students give therefore no clear indication of the increasing or waning popularity of that profession, but depend very closely upon the number of fourth-year students at the time, that is, of those who passed the F.A. examination a year before. In December 1877 only 184 candidates passed the F.A. examination, and the law classes of 1879 declined from 316 in the preceding year to 227: in December 1878, 208 candidates passed the examination, and the law classes of 1880 have risen again to 321.

263. The total expenditure in all law classes has increased from Rs. 24,146 to Rs. 25,219. The cost to Government has apparently decreased from Rs. 992 to Rs. 777; but against this we have to set the fact that last year the expenditure of the Presidency law classes exceeded the fee-receipts by Rs. 246, as shown above, instead of falling short of the receipts as in the previous year; while the balance to the credit of Government from the Patna fee-receipts declined from Rs. 317 to Rs. 217. As compared with the previous year, therefore, the net cost to Government this year was Rs. 560, against the profit of Rs. 1,134 explained in the last report. The increased expenditure in the Presidency College is explained below. All the law classes outside the Presidency have now been made self-supporting.

264. The following table shows the result of the examination for the degree of Bachelor of Law, the same number passing as in the previous year:—

	No. of candidates.	Passed in the 1st division.	Passed in the 2nd division.
Presidency College	67	...	34
Hooghly "	7	...	2
Kishnaghur "	4	...	3
Dacca "	5	...	4
Patna "	5	...	4
Total ...	88	...	47

This year Dacca showed a much better result, passing four out of five candidates, while Hooghly did even worse than in the previous year.

265. *Presidency College.*—The number of students on the rolls of the law department on the 31st March for the last four years is given below:—

	1877.	1878.	1879.	1880.
Third-year B.L. class	32	71	24	45
Second " "	69	25	43	52
First " "	39	91	78	87
Second " pleadership class	6	10	11	19
First " "	9	10	8	9
	155	207	164	212

266. Four of the students are Mahomedans and one is a Christian; there was only one Mahomedan in the previous year. Taking the average monthly attendance, there was a decrease of 26 in the number of students as compared with the monthly attendance last year, instead of the increase of 48 as shown in the table; the numbers in the classes having increased in the last months of the official year only. The diminished attendance reduced the fee-receipts, which fell from Rs. 18,721 to Rs. 18,277, while the expenditure rose from Rs. 17,011 to Rs. 18,523. The increase is due to increased expenditure upon

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library books and contingencies in the accounts of the whole college, one-third of which is debited to the law department.

267. *Hooghly College.*—There were 29 students on the rolls, against 19 the previous year, thirteen in the first-year, ten in the second, and six in the third. The fee-receipts amounted to Rs. 1,649. After May 1879 the lecturer ceased to draw the fixed allowance of Rs. 200 a month, being paid from the fees up to a limit of Rs. 2,400 a year. The cost to Government for the year was thus only Rs. 127.

268. *Dacca College.*—There were 22 students against an average of 17 in the four preceding years. As in the case of Hooghly, the lecturer ceased in the course of the year to draw a fixed salary from Government. The total receipts were Rs. 1,567, against Rs. 1,620 in the previous year, and the expenditure Rs. 1,971, against Rs. 2,335.

269. *Patna College.*—There were 39 students in the law classes, against 21 in the previous year; 13 in the first-year B.L. class, five in the second-year, and five in the third-year, while 16 were in the pleadership classes. Of these 22 were Beharis, including eight Mahomedans and one Christian; and 17 were Bengalis. The fee-receipts were Rs. 2,617, against Rs. 2,717 in the previous year, and there was therefore a return to Government of Rs. 217; the lecturer, as in other mofussil colleges, being paid by fees up to a limit of Rs. 2,400 a year.

270. *Kishnaghur College.*—The number of students was nine, confined to the first and third-year classes; the second-year class had not been formed. The monthly average was only six. The fee-receipts of the lecturer were only Rs. 404.

271. *Rajshahye College.*—These classes opened in January 1880, and the expenditure up to the 31st March was Rs. 140 from fee-receipts. There were ten students on that date in two classes.

272. MEDICINE.—The figures show a decrease in the college and in each of the schools. It was, however, pointed out last year that the numbers in the college in 1878-79 were swelled by the exceptionally large number of hospital apprentices sent by the Military Department, and by the large number of unsuccessful candidates at the preceding examination. Neither of these causes operated during the past year. The figures relating to the schools are explained below in detail. In 1877, when these schools were a novelty, they were attended by 862 pupils, but the number has steadily declined each year to the present figure of 508; the causes being, partly that the novelty has worn off, and that those only join the schools who mean to complete their course, and partly owing to the reduction in the number of the Sealdah school to a fixed maximum of 200. As a consequence of this general reduction, the number of pupils passing out of vernacular medical schools with diplomas has decreased from 149 in the past to 125 in the present year. On the other hand, the number of graduates passing out of the Medical College has increased from 26 to 72.

273. Much difficulty has been experienced for the last ten years in procuring hospital assistants for service in British Burmah. Accordingly early last year the Chief Commissioner proposed that a certain number of Burmese youths should be trained in the Calcutta Medical College as Assistant Surgeons. By this means it was expected that selected Burmese students would in course of time become competent to teach in medical schools in Burma itself, and that thus the number of hospital assistants needed for the province might hereafter be locally trained. As it was useless for Burmese boys to go to the Campbell school, where the instruction is given in Bengali, the Government of Bengal was asked if these lads could be permitted to join the English classes in the Calcutta Medical College. At the same time it was suggested that, in order to bring the proposal into effect at once such students should be admitted to the medical classes of the college without passing the F.A. examination. Similar applications were made to Madras. The Calcutta University, on a reference being made to it by the Bengal Government, consented to admit the selected Burmese students to the examinations, and to have their papers judged by the ordinary examiners. It was however pointed out to the Government of India that no degrees could be awarded to those who had not passed the F.A. examination, and that a certain degree of proficiency

in English would be necessary to enable them to profit by the teaching in the College. Ultimately the proposal of the Government of India was accepted, and in August last year arrangements were made for the admission to the Medical College classes of selected Burmese students, on payment of the usual entrance and tuition fees of Rs. 15 and Rs. 5, but without the preliminary test of the F.A. examination.

274. At the beginning of the present year the Commissioner of Chittagong brought to the notice of Government the case of a Chakma boy of the Chittagong Hill Tracts, who having passed the middle vernacular scholarship examination was desirous of studying medicine. As a special case the Lieutenant-Governor sanctioned a scholarship of Rs. 12 for the boy, and he was admitted as a free student to the Campbell Medical school. The boy was taught in the Rangamatia school, and his example will no doubt be followed by other hill boys after the encouragement given to Purna Sukh.

275. In the early part of the year the Committee on Medical Expenditure in Bengal submitted to Government their views on the general course of education to be followed in the Campbell and other vernacular medical schools. As the Committee remarked, the passed student of a vernacular school is intended primarily for a hospital assistant, able to carry out intelligently the orders of the medical officer under whom he is placed, and not to undertake independent practice until he has served for at least two years to the satisfaction of his superior officer. Even then he is only put in charge of comparatively unimportant dispensaries in localities too poor to support an Assistant Surgeon. A secondary object of these schools is to train up village practitioners, who will be content to settle in poor localities, to take the place now occupied by *baids*, *hakims*, and *kobirajes*, and thus to extend to the poorer classes of the community, so far as may be possible, the benefits of European medical science. The recommendations of the Committee for rendering the schools more efficient were five:—(*a*) to limit the numbers taught in the school; (*b*) to raise and define the standard of admission; (*c*) to simplify and reduce the present course of lectures; (*d*) to make the periodical examinations more frequent and methodical; (*e*) to make the training generally more practical.

276. The Lieutenant-Governor fully approved of these recommendations, and, as proposed by the Committee, the following regulations were laid down for the schools at Sealdah, Dacca, Patna, and Cuttack:—

(1) The number of students in each school shall be limited to 200.

(2) Candidates for admission must have passed the Entrance examination, or at least in two or three subjects of that examination, or else the middle English or middle vernacular scholarship examination; preference being given always to one who has passed by a higher standard, or in a higher grade of the same standard, over one who has passed by a lower standard or in a lower grade.

(3) The teaching shall be tutorial and not professorial, and the progress of the classes shall be tested by constant examinations.

(4) The larger classes, say those with more than 75 pupils, shall be taught in two divisions.

(5) The resident Assistant Surgeon of the hospital shall assist in the teaching.

(6) Lectures on descriptive anatomy and elementary physiology shall be instituted for first and second-year students, and the third-year course shall be confined to demonstrations of surgical anatomy.

(7) Systematic teaching in chemistry shall be discontinued, and the teacher of materia medica shall give instruction in elementary chemistry sufficient to enable students to understand the tests in the pharmacopœia.

(8) The present teacher of chemistry shall instead give instruction in medical jurisprudence.

Other modifications of the old course were sanctioned, all of them with the object of simplifying the studies and making them more practical. With

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the same object it was ruled that no student should be admitted to the final examination unless he could produce a certificate of having done practical work for six months in the dispensary, for nine months as dresser and clinical clerk in the surgical wards, for six months as clinical clerk in the medical wards, and for three months in the female wards; besides certificates of diligence, of attendance, and of having practised dissections of all parts of the human body.

277. As regards the important subject of examinations, the Committee's scheme was adopted by Government. There is to be a school examination at the end of each year testing the progress of the pupils, all who do not obtain one-third marks being struck off the rolls. The two diploma examinations are to take place at the end of the second and third years of study respectively. The first examination is to include descriptive anatomy, the elements of chemistry and physiology, materia medica, and pharmacy; the second examination is to include surgery and surgical anatomy, medicine, midwifery, and medical jurisprudence, taking in also the practical parts of the subjects embraced in the first examination.

278. Other regulations obliging the teachers to give their whole time to the school, restricting them from private practice, and enforcing a period of probation, were also approved by Government. The new regulations were ordered to be adopted in a Resolution dated 14th June 1879, and were therefore in force during the past medical session. Their success is most emphatically remarked upon in the reports of the Superintendents.

279. *Medical College.*—Of the 208 students on the rolls at the beginning of the session, 41 were scholars and free students, 109 were paying students, and 58 were hospital apprentices. Each of these three classes of students have a course of medical training of five years, though the hospital apprentices only read for three years in the college, their first two years being spent with a regiment. The admission test for the full five-years' college course is the F.A. examination. During the session 14 were admitted as free students, four of them bringing scholarships with them; 53 as paying students, of whom 19 were re-admitted students of former years and 11 were "casual" students; and two as hospital apprentices. During the session there were withdrawn six scholars and 22 paying students who passed their final M.B. and L.M.S. examinations, and 12 hospital apprentices who passed and left to join their regiments; while three senior scholars, nine junior scholars, three free students, and 67 paying students ceased to attend; one scholar died; and a hospital apprentice was rusticated, that is, sent back to his regiment, for a year. Five scholars and free students were also transferred to the paying class. At the close of the session therefore the strength of the college, including the "casual" students, was 153, against 208 and 145 of the last two years; 28 being scholars and free students, 78 paying students, and 47 hospital apprentices.

The most unsatisfactory feature in the figures of the year is the large number of paying students who withdrew their names during the session; many of them, however, only through temporary inability to pay the fees, and of these a large number will return. The numbers who left last year are considerably larger even than those of the preceding year, and include some 15 of the college scholars.

280. Of 47 candidates at the first M.B. and L.M.S. examinations 18 passed, two in the first division. Of 128 candidates at the final examinations 72 passed, three in the first division. The results of this year confirm the explanation offered last year to account for the small percentage of successful candidates at the examinations held in February 1879. The strict enforcement for the first time at those examinations of the University rule requiring each candidate to pass in every subject, and not merely on the aggregate, resulted in the rejection of all but 26 out of 100 candidates. To the examinations of last February the candidates came up prepared for the stricter test, and accordingly more than half passed. There was not a single Mahomedan at the examination, and only two read in the college during the year.

One candidate from the Medical College presented himself for the degree of M.D., which he gained. Three candidates appeared for honours; one obtained honours in surgery, and one in midwifery.

281. *Campbell Medical School, Sealdah.*—At the close of the year the number of students on the rolls was 250, against 290 in 1879, but before the close

of the session it declined to 199. The session opened with 247 students; and during the year 111 new admissions were made, including a student transferred from Dacca, 18 were re-admitted, and four were transferred from the "casual" class On the other hand, in addition to 55 who passed the examinations and left the college, 109 were struck off the rolls for failing to pay their fees, five left of their own accord, and 11 were dismissed for misconduct or irregularity, while three died. Thus only 199 remained at the end of the session, against 247 in the previous year. This decrease is not to be regretted. In former years the classes were found to be far too large for efficient instruction; and one of the principal recommendations made in the report of the Medical Committee quoted above was that the total number of students should not in future exceed 200. The results of the last examination seem to show the beneficial effects of the reduction in the size of the classes. Thus, of 103 students who appeared in 1878-79 only 57 passed; while of 81 who went up this year 55 passed. All the examiners report a marked improvement in the practical knowledge possessed by the candidates as compared with those of previous years. Another cause of the improved percentage of successful students was the strict enforcement of the rule excluding from the examination those students who had been irregular in their attendance in the wards or at dissections.

282. The admissions during the year were 50 less than in the preceding year. This decrease is due to the new rule requiring candidates for admission to the school to have passed the Entrance examination, or at least certain portions of it, or else the middle English or middle vernacular scholarship examination. This rule had to be modified in a few cases, owing to the late date at which it was published; the session had in fact already opened before the new rules were generally known. It was enforced, however, in all cases where no special hardship would be inflicted, and it had the effect of largely reducing the number of admissions.

283. Of the 64 second-year students who presented themselves for the first diploma examination 39 passed, 18 failing in materia medica, and seven in anatomy. Of 81 students at the second or final diploma examination 55 passed. Of those who failed, seven had read for more than three years and two for more than five years. In future no student will be allowed to go up to the examination who has exceeded five years in this school. The class of "casual" students has been abolished since the end of the official year.

284. Of the 250 students on the rolls in March last seven were Mahomedans and the rest Hindus, 85 being Brahmans, 86 Kayasths and Baidyas, and 72 of other castes; 140 belonged to the middle classes of society and 110 to the lower.

285. *Dacca Medical School.*—At the close of the session there were 35 students in the third-year class, 21 in the second, and 27 in the fisrt-year, making a total of 83. Of these, 11 were vernacular scholars, seven held medical scholarships, and five were free students. The number of new admissions during the session was 44.

286. The second-year students were examined for the first time in accordance with the Resolution of June 1879. For this, the first or junior diploma examination, there were 21 candidates, of whom three were kept back under the rule requiring attendance at lectures and dissections. Of the remaining 18, 14 were successful. At the final diploma examination there were 35 candidates—eight in their fifth year, 11 in their fourth, and 16 in their third year of study,—of whom six were kept back for insufficient attendance at hospital work or dissections. Of the remainder 22 passed, against 23 the year before.

287. Dr. French draws attention to the difference in the rates of fees charged at Dacca and Sealdah on the one hand, and at Bankipore. He objects that the lower rate charged at Bankipore attracts Bengalis to the Behar School, and proposes that the rates be the same everywhere, a proposal in which the Surgeon-General concurs.

288. *Temple Medical School, Bankipore.*—On the 31st of March there were 67 students in the military classes and 80 in the civil classes, in all 147, against 174 on the same date last year. The decrease is in the military classes, which amounted to 111 in 1879. The civil classes, on the other hand, contained only

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53 students in that year. Of 22 candidates who appeared at the first diploma examination 19 passed. Of 45 military and ten civil students who appeared at the final diploma examination, 30 of the former and all the latter were successful There were 92 Mahomedans in the school, 53 were Hindus, and two Christians.

289. The rates of fees are Re. 1, Rs. 2, and Rs. 3, for first, second and third-year students respectively. They have been fixed on a low scale in consideration of the backwardness of the province, and of the reluctance which Beharis show towards adopting medicine as a calling, though the present returns of civil students show an improvement in that respect. In the other schools the rate is Rs. 3.

290. *Cuttack Medical School.*—There were 28 students on the rolls on the 31st March last—nine in the first-year, seven in the second, 12 in the third-year—five being Christians, and 23 Hindus At the first diploma examination there were seven candidates. All passed in anatomy, materia medica, pharmacy, including elements of chemistry and physiology. At the second or final diploma examination eight passed out of 12 candidates.

291. All the 13 students who passed out from the school last year have found employment. One went to Sumbulpore, where he has charge of the Sarangah dispensary; one is employed by the Maharajah of Moharbhunj; another is employed in Dhenkanal, another in Khoordah, and the rest elsewhere in the province. Two have gone as civil hospital assistants to Ungool and Bisipara. Favourable reports have been received regarding many of them.

292. ENGINEERING.—During the year the civil engineering classes were attached to the Presidency College. After its close they were transferred to the new Government Engineering College at Seebpore near Howrah. Four classes, numbering in all about 150 students, have been opened in that college, for civil engineers, mechanical engineers, civil overseers, and mechanical apprentices. This last class is for the present mainly composed of the boys from the Dehree school, whence they have been recently transferred. The decline in the number of students in the Civil Engineering department of the Presidency College continued last year, when they fell to 73, against 89 in the previous year. The total failure of the candidates at the University examinations is noticed below. The attendance at each of the vernacular survey schools slightly decreased, and the school at Hooghly was closed; the total number in all schools fell from 165 to 138 pupils. The number passing the examination for the certificate at the end of their two years' course fell from 40 to 32. The successful candidates from two out of the three schools have no difficulty in obtaining employment, being taken up at once by the district road establishments. This increasing demand, coupled with the fact that to each school are attached eight scholarships tenable in the second-year class, should make these schools much more largely attended than they are.

293. *Civil Engineering Department, Presidency College.*—The numbers have rapidly declined from 152 in 1876 to 123, 87, 89, and 73 in successive years; and the cost to Government of each student has risen from Rs. 324 in 1878 and 465 in 1879 to Rs. 550. The fee-receipts fell from Rs. 6,074 to Rs. 5,597, and the expenditure rose from Rs. 40,956 to Rs. 42,462. The increase in expenditure was due to extraordinary charges for tents for field-work, and in some measure also to the ordinary increments in the salaries of the professors.

294. Of 40 candidates in the first-year class for promotion to the second-year class, only 15 passed the examination. Of the second-year class 20 were promoted to the third-year class. The department sent up 26 candidates to the University examination, five for the degree of B.C.E and 21 for the Licence in Engineering, but none of them passed. The Professors of the College maintain that there was nothing in the character or attainments of the students, as compared with those of previous years, to explain this disastrous result. An analysis of the examination will, however, throw some light upon the causes of failure. All the 26 candidates failed in "construction," and all but two in geodesy. In drawing none failed; in mathematics two; in mechanical philosophy six, and in physical science five; that is to say, the candidates all failed in the more strictly professional part of their examination,—that which had to do with "carpentry and mechanism," "strength of materials,"

"roads and railways," and "practice of building." The examiners were officers of the Public Works Department, who naturally demanded thoroughness in the practical branches of the course. The defect of the course followed by engineer students has hitherto been the want of practical acquaintance with carpenter's work and work on roads or buildings,—with all out-door work in fact except surveying, in which they have a complete training. It was in these subjects that they failed. The new course of the Engineering College, which combines practice with theory from the beginning, will go far to remedy this defect.

295. The practice of issuing certificates of qualification for the subordinate grades upon the result of the University examination has been discontinued. The half-yearly examinations for employment and promotion in the Public Works Department were held in February and August, and all who failed to obtain certificates at the annual college examinations were admitted as candidates to these. Last year, on the result of the departmental and college examinations, four certificates were issued for the grade of assistant engineer, one for that of sub-engineer, 11 of overseer, and seven of sub-overseer.

296. Immediately after the close of the year the engineering classes were transferred from the Presidency College to the Government Engineering College, Howrah, established in the building formerly known as Bishop's College. The European classes have also been transferred there from the Dehree workshops. The Professors and teachers of the Civil Engineering department of the Presidency College and of the Dehree school have been transferred with the students.

297. The characteristic feature of the new college is the combination of study and practical work throughout the course from the beginning. Every student is to spend three hours a day in the Government workshops recently established on the river bank adjoining the college, where he will work with his own hands at the bench, the lathe, the forge, or the foundry. The theoretical work will also be carried to a high standard, both for engineers and for overseers. An application is to be made to the University to make some changes in their regulations, in order to meet the case of engineer students.

298. The following summary of the regulations of the college will explain its constitution and scope:—

The college will be under the general supervision of a Board of Visitors appointed by the Government.

The students admitted to the college are of the following classes:—

Engineer class (in two sections—A, Civil, B, Mechanical).
Overseer class (C).
Mechanical apprentice class (D).

For admission to the engineer class, a student must have passed the Entrance examination of the University. For admission to the overseer or to the mechanical apprentice class, he must pass an examination in subjects to be fixed from time to time by the Director of Public Instruction. These subjects now include English, arithmetic, elementary algebra, and two books of Euclid. Except by special sanction of the Director, on the recommendation of the Principal of the College, or the Superintendent of the Workshops, no student will be admitted to the college unless he has passed the examination prescribed for his class.

The session for all classes will commence about the middle of June in each year. There will be two vacations of about a month each; one beginning about the 1st October, the other about the 15th May. The course of study in the engineer class (A and B) will extend over five years, during the first four of which the instruction will be both theoretical and practical. The last year will be spent entirely in practical work, either in the workshops or in the field. The monthly fee will be Rs. 8, payable for the first four years. An admission fee of Rs. 10 will also be charged. The course of study in the overseer class (C), and in the mechanical apprentice class (D), will extend over five years, during the first three-and-a-half of which the instruction will be both theoretical and practical. The last year-and-a-half will be spent entirely in practical work. The monthly fee in the overseer class will be Rs. 3, payable for three-and-a-half years; and an admission fee of Rs. 5 will be charged.

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Pupils in the mechanical apprentice class will be bound by indenture to the Superintendent of the Workshops to undergo a five years' course of training, qualifying them to become skilled mechanics. Apprentices will be received up to the number of 30 Europeans or Eurasians, and 40 natives. They will be fed and lodged on the premises, and the charge for board and tuition, in lieu of an apprenticeship-fee, will be Rs. 5 a month for the former class, and Rs. 3 for the latter. Apprentices will, however, be received in excess of the number above stated, on payment of the full cost of their board, without any charge for tuition or rent of quarters. All apprentices will be on probation for six months from the date of admission.

One scholarship of the value of Rs. 20 a month, three of Rs. 15 a month, and six of Rs. 10, tenable for two years, will be given annually to students entering the engineer classes of the college; and scholarships of the same number and value will again be competed for at the end of two years; but the number of scholarships awarded will in no case exceed one-half of the number of candidates. These scholarships will be awarded by the Director of Public Instruction according to the place taken by the candidates in the University examinations.

For the overseer class ten scholarships of Rs. 7 per mensem, tenable for three and a half years, subject to the condition of diligence and good conduct, will be awarded annually; but the number of scholarships will not exceed one-half of the number of candidates. These scholarships will be awarded by the Director of Public Instruction on the results of the qualifying examination.

To apprentices in the mechanical class the system of scholarships will not be applicable. An equivalent for this will be provided by allowing those who make the best progress a share in the value of the work done by them, after the expiration of their first year of apprenticeship. No apprentice will be credited with earnings for any month in which his name has been placed on the defaulter's book.

The examination of students of the engineer class will be held at the expiration of their fourth year of study. Four stipends of Rs. 50 each, and ten of Rs. 30 each, tenable for one year, will be awarded to those students who pass the best examination. Similarly, at the end of their three and a half years' theoretical course, four stipends of Rs. 20 each, and ten of Rs. 12 each, tenable for one year and a half, will be awarded to those students of the overseer class who pass the best examination. All these stipends are tenable during the final term of practical work, and will be liable to forfeiture in case of misconduct.

Students of the engineer and overseer classes are allowed to live as boarders in the college building, under the general control of the Superintendent, and subject to a code of regulations enforcing strict discipline. Other regulations provide for the maintenance of discipline both in and out of the class-rooms of all classes of students, the responsible authority being in some cases the Principal of the College and in others the Superintendent; these officers having independent authority. Misconduct involving expulsion is referred for final orders in the case of engineer and overseer students to the Director of Public Instruction, and in that of mechanical apprentices to the Superintending Engineer. Still in the interests of discipline the resident students are required to wear a uniform; and a Volunteer Rifle Corps has been formed, to which all resident students, European or native, are allowed to belong.

299. *Hooghly Survey School.*—This school was closed for want of pupils on the 16th of April, as ordered in Government letter of 3rd April 1879. The apparatus belonging to the class was divided among the other survey schools. The expenditure for the month and a half was Rs. 183. Scholarship-holders were allowed to carry their scholarships to any one of the other three survey schools.

300. *Dacca Survey School.*—On the 31st of March there were 31 in the first-year class and 36 in the second-year class, against 61 and 15 in the preceding year. During the early part of the year the numbers rose to 79, but before the time arrived for field-work they had fallen to 54.

At the annual examination the 35 students of the first year were promoted to the second-year class. Of the 19 in the second-year class who went up to their final examination, 11 passed; four in the first division, three in the second, and four in the third. Those who pass out continue to find employment readily.

The fee-receipts rose from Rs. 427 to Rs. 784, and the expenditure from Rs. 2,927 to Rs. 3,271, owing to the appointment of an additional teacher on Rs. 50. The cost to Government was Rs. 33 for each pupil, against Rs. 62 in the previous year. Of the students, 64 were Hindus and three Mahomedans.

301. *Patna Survey School.*—The number on the rolls on 31st March was 39, of whom 14 were in the second-year class and 25 in the first. In the previous year there were 47 students. This decline in the number is attributed to the fact that there is not as yet the same demand in Behar for the certificated pupils of the Patna School as there is for those of the Dacca School in Eastern Bengal. Of the 14 who passed in the previous year only two are said to have found employment.

At the annual examination of the first-year students 15 passed out of 17; against 14 out of 23, and 11 out of 30, in the two preceding years. At the final examination, of 14 candidates 12 passed; two in the first division, three in the second, and seven in the third. The cost of each student to Government was Rs. 62, the total expenditure being Rs. 2,348, against Rs. 2,522, and the fee-receipts Rs. 290, against Rs. 391. Of the 31 students examined, 23 were Mahomedans, five Bengalis, and only three Hindus of Behar.

302. *Cuttack Survey School.*—There were 32 pupils, one being a Mahomedan. Fee-receipts amounted to Rs. 158, against Rs. 174 in the previous year, and the cost to Government rose from Rs. 76 per pupil to Rs. 93. Of the first-year pupils 12 out of 15 passed for promotion. At the final examination, out of 12 candidates nine passed.

The demand for pupils who have had even one year's teaching is so great that several left from the second-year class instead of finishing their course. Those who have passed out from the school are all employed on salaries ranging from Rs. 12 and Rs. 15 to Rs. 30 and Rs. 40. This demand is attracting pupils to the school, and will probably swell the first-year class during the present year.

303. Industrial Schools.—There were during the year four industrial schools; namely, two attached to the workshops at Dehree, and the Dacca and Ranchi Schools. Just before the end of the year the European school at Dehree was closed on its amalgamation with the Engineering College at Howrah. No returns of this school have been received from the Public Works Department, but the number of European apprentices was nearly 50.

304. *The Dehree (Vernacular) School.*—There were 39 pupils on the 31st of March. The school was established for the sons of workmen employed in the shops and other works at Dehree, and is almost exclusively attended by them. But the transfer of the great part of the machinery to the new workshops at Howrah, and the large reduction in the establishment consequent thereon, have now seriously diminished the numbers; and the question of closing the school has been raised.

305. *The Dacca School.*—There were only 12 boys on the rolls, against 20 in the previous year. As it was known that the school was to be closed at the end of the year, very few sought admission. Of the 12 boys, five were in the smithy and seven in the carpentry class. Three boys left from the smithy class during the year and were employed in private jute mills. The cost was Rs. 4,311, including tools and raw material. Sale of work brought in Rs. 2,464, making the net cost to Government Rs. 1,847 only. The school is now closed.

306. *Ranchi School.*—There were only six pupils on 31st March, against 18 in the previous year. The Superintendent, Mr. Herzog, of the Lutheran Mission, was compelled by bad health to take leave to Europe, and the school fell off in consequence. The Secretary to the District Committee is at present in nominal charge of the school; but it is feared that Mr. Herzog's loss is irreparable. The cost to Government was Rs. 686.

307. There remains to be noticed the case of the Bankipore Industrial School, which does not appear on the returns. The school was established from a fund raised to commemorate the visit of the Prince of Wales to Behar, and was opened in March 1879 under a European Superintendent. Shortly after the opening of the school, the number of pupils rose to over 150; but most of them withdrew on finding that stipends were not given them. The number fell to 20 by the end of 1879, 11 Hindus and nine Mahomedans,

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two being Bengalis and all receiving stipends. The instructive staff consisted of a Superintendent, one native teacher, two carpenters, and two blacksmiths. The hours of work were from 6 to 9 in the shops, and from 3 to 5 in the school.

The funded capital of the school amounted to Rs. 75,000, and yielded an income of Rs. 252 a month, the expenditure amounting to Rs. 330. The excess expenditure and the stipends were paid out of a balance in the hands of the Committee, which would soon be exhausted.

308. It seems to be agreed by all authorities that the indispensable basis of an industrial school is a workshop, independently existing, and doing real work in reference to an existing demand and on sound commercial principles. To such a shop a school can with advantage be attached, provided always that a high standard of handiwork is maintained, by apprenticeship under a master or by any other means. This necessary condition did not exist at Bankipore; the only work done being done by the pupils themselves in learning the use of tools.

309. Under these circumstances, the Government of Bengal, while recognizing the liberality which the subscribers to the fund had shown in organizing this effort to give a practical turn to education in Behar, suggested to the Committee that their object might be more effectually attained by diverting their funds to the maintenance of a selected number of Behar boys at the new Engineering College at Howrah, rather than by keeping up an industrial school at Bankipore, which was not calculated to produce either educated youths or skilled workmen. To this suggestion, however, the Committee declined to accede, intimating through the Commissioner of Patna their intention, should the school fail, of laying out their funds "in the erection of a public house, to be called the Albert Hall, or some such local object, which would be a memorial of the Prince's visit to Behar."

310. The proposed connection of Government with the school was therefore for the moment at an end. But the question has recently taken a new start in consequence of a munificent offer made by Syud Lutf Ali Khan of Patna to make over to the school a donation of a lakh of rupees. With this addition, the capital of the fund will be amply sufficient for the establishment of a workshop with machine and other tools on an adequate scale; and also for the maintenance of a competent staff of instructors. The institution will be under the management of a strong committee; and there is reason to hope that a school so constituted will turn out efficient and skilful workmen, and even that the attached workshops will in time pay their own way.

311. School of Art.—The year closed with 76 students on the rolls, being the same number as that of the previous year. The numbers, however, fluctuated during the course of the year; falling in June 1879 as low as 63. They have, however, again risen, and there are now 80 students.

Of the 76 students in the school on the 31st March 1879, 70 were Hindus; the remaining 6 being thus divided; 3 Mahomedans, 2 Christians, and 1 Parsee. Of the last-named student the Principal writes:—"Though only admitted in February 1879, he has already made wonderful progress. I hope to see more of his race in our school. Another Parsee, whom we had two years ago to train as a lithographic draughtsman for the Botanical Gardens at Saharanpore, impressed me in the same way by his remarkable aptitude for draughtsmanship. I hope that what I here say about these Parsee students will not lead you to think that I rate my Bengali students as lower in quickness for art-work. On the contrary, I could hardly desire better material to work with. After an experience of 16 years, I find that excellent draughtsmen can be made of Bengalis; and I think it is greatly to be regretted that they are not more largely employed in Government offices, in posts now filled by the ordinary bazar 'Naksha-walas,' introduced thereto by relatives, from generation to generation." The Principal challenges comparison between the productions of the last-named class of artificers and the works of his own students; and is confident that if such a comparison were made, by means of a competitive exhibition or otherwise, the result would be much to the advantage both of his own students and of the public service. Mr. Locke has enforced his point by sending me a portfolio of 50 drawings by his students, ranging from the first black-board lessons up to drawings from the life. They include drawings from the cast, architectural and mechanical

drawings, studies of flowers and fruit, and portraits from life in colour, sepia, chalk and pencil. They prove that the school maintains the standard which, as noticed in previous reports, has drawn forth high encomiums from persons whose opinions on such a subject carry great weight.

312. Of the 76 students on the rolls, 16 had entered for higher draughtsmanship and painting; 30 for lithography and general draughtsmanship; 21 for architectural and engineering drawing; 7 for wood-engraving and 2 for modelling. Over and above these 76 students, 37 others had been in the school for longer or shorter periods; so that the total number who had received instruction during the year was 113.

313. Mr. Sedgfield, the teacher of lithography, resigned his appointment in the course of the year. His place was filled, as an experimental measure, by Baboo Annada Prasad Bagchi, a pupil of the school, of whose ability as a lithographer and draughtsman Mr. Locke has expressed a very high opinion. It is also to be noticed that a few pupils of the School of Art have opened during the past year an independent studio for the execution of lithographic and other drawings of all kinds. I have seen a series of lithographs—the work of these students—representing familiar scenes in the lives of the heroes and gods of Hindoo mythology. For the first time in their history these personages are pourtrayed in accurate drawing; and the contrast between the traditional work of native painters, and the faithful and artistic pictures of the life around us which this reformed school of students is putting forth, is as novel as it is striking.

314. The Art Gallery attached to the School of Art, though chiefly intended, especially while it is on so small a scale, for the benefit of the students of the school, is opened on three days a week to the public. During the 156 days on which it was so open last year, the number of visitors was 2,203. Of these 1,801 were natives and 402 Europeans or East Indians. The Gallery now contains 65 works of art, of which 26 are oil paintings, 25 are water-colours, and 14 are engravings, or other 'black and white' works. Of these 65 works, 53 are the property of Government, and 12 are deposited by various persons on loan. Of the 53 works which belong to Government, 31 have been acquired by purchase, at a cost of Rs. 7,100. The rest have been presented; the principal donor having been Lord Northbrook.

The estimated total value of the works belonging to Government in the Art Gallery may be taken at about Rs. 8,500.

315. NORMAL SCHOOLS.—There is a reduction of two in the number of normal schools, which are now 15; the third-grade schools of Purneah and Durbhunga having been closed. A normal school of the same grade was sanctioned experimentally for two years in Palamow, which is not as yet able to supply itself with gurus from Behar or the North-Western Provinces. It was not opened until the year had ended. The Bauleah school was transferred in December to Rungpore, for reasons to be noticed presently. The seven first-grade schools are those of Calcutta, Hooghly, Dacca, Patna, Rungpore, Ranchi, and Cuttack; the second-grade school is at Chittagong; and the third-grade schools are at Julpigori, Motihari, Hazaribagh, Purulia, Chaibasa, Balasore, and Pooree.

316. The following is the result of the Vernacular Mastership examination of 1879 for the pupils of first and second-grade normal schools. Those at Cuttack, Patna, and Ranchi, in which the language taught is other than Bengali, are not included in the common examination.

Vernacular Mastership Examination, 1879.

Name of School.	First grade certificate.					Second grade certificate.					Third grade certificate.					Grand Total of	
	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Candidates.	Passed.
Hooghly	20	1	8	7	16	24	...	8	11	19	21	1	11	6	18	65	53
Calcutta	8	...	1	3	4	15	...	...	4	4	20	...	5	5	10	43	18
Bauleah	8	...	1	5	6	10	...	2	6	8	17	...	3	10	13	35	27
Dacca	7	...	...	3	3	10	...	2	6	8	15	...	3	7	10	38	21
Chittagong	4	...	...	3	3	9	.	...	6	6	9	...	2	2	4	22	13
Private students ...	5	..		...	...	5	...	...	.		6	...	...	1	1	16	1
Total ...	52	1	10	21	32	85	...	12	36	48	103	1	25	35	61	219	133

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317. The Hooghly school is again easily first, and the Bauleah (now Rungpore) school is again second. Then follow Dacca, Calcutta, and Chittagong in the same order as last year. Excluding private students, of 205 candidates in 1878, 140 passed, and of 203 last year, 132 passed. In the former year the numbers passing in the three grades were 39, 40, and 61, and last year they were 32, 45, and 55. The difference between the results of the two years calls for no special notice.

318. It was pointed out in the last report that the greater success in recent years of the Hooghly and Bauleah schools, as compared with the long-established and formerly very successful school at Dacca, was wholly unconnected with the question of efficient or inefficient teaching. At present the medical and survey schools at Dacca offer greater attractions to vernacular students; and as long as the demand for pupils trained in those schools is so high, the normal school will not draw so many nor such good students as in earlier days. Already, however, there are signs of some reaction, due partly no doubt to the diminished attractions, already noticed, of survey and medical schools, but still more to the increasing demand for certificated pundits under the pressure put by the department upon managers to employ competent teachers. Since the close of the year the attendance has risen from 36 to 56, and the recent increase of the stipend grant from Rs. 120 to Rs. 150 will, it is confidently expected, bring in a still larger number.

319. In the case of the Calcutta school there are exceptional difficulties in the way, which have often been pointed out. Its students come, not from its own neighbourhood, where there are very many greater attractions, but mainly from Hooghly, Burdwan, and Bankoora. Of course it does not affect the question of the school's usefulness from what districts the students are drawn, so long as they are willing to take service in schools. But the fact that they come mainly from those districts explains in part their general inferiority to the students of the Hooghly school; the latter having in each year the first choice of the vernacular students from the western districts, and the Calcutta school getting for the most part only those unprovided with stipends in the other.

320. The stipend-grant at Hooghly has been lately increased from Rs. 200 to Rs. 300 a month, and it remains to be seen what effect this will have on the Calcutta school. Meanwhile, under the stricter rules now enforced by the department, and by the establishment of English schools on a vernacular basis, the demand for trained and certificated pundits in high and middle schools is steadily advancing, and has already outstripped the supply.

321. The Hooghly school contained 77 pupils on the 31st March, one more than in the previous year. Of these, 69 held normal school stipends, one a vernacular scholarship, and seven were paying students. All the pupils but seven come from the Burdwan Division, the stipends having been nearly equally distributed over all the districts, in accordance with the system now in force. During the past year the school supplied 30 teachers to the Western circle, and five to other parts of Bengal. Many more pundits were required for the Burdwan Division, but none could be had either from the Hooghly or the Calcutta school, and some inefficient schools had to go without proper teachers.

322. In the report for 1877-78 it was proposed to postpone the question of the transfer of the normal school from Bauleah to Rungpore until the results of the new method of awarding normal school stipends by districts had been seen. Mr. Bellett, the Inspector of Schools, had even then expressed his fear that students from Rungpore or Dinagepore would not accept stipends at Bauleah; and experience has justified his opinion. Only three candidates passing from backward districts of the circle in 1878 declared themselves willing to accept stipends at the Bauleah school; and this was probably a fair sample of what was to be expected each year. It was plain that if matters continued so there would be just the same difficulty in supplying trained teachers for schools in backward districts as there had been before the school existed. On the other hand, if the school were transferred to Rungpore, there were good grounds for expecting a constant supply of candidates from Rungpore, Dinagepore, and other backward districts, and therefore a constant supply of trained teachers for those districts, for Julpigoree, the Terai, and Bogra; while Rajshahye and Pubna would be able to obtain teachers from Hooghly or Dacca. Accordingly it was decided in June of last year to transfer the school to Rungpore;

the necessary orders of Government were issued in July, and in the following December the transfer was effected.

323. The second-grade school at Chittagong had 36 students, against 28 in 1879. Of these, 30 held stipends, and the rest paid the usual fee of four annas a month. Of eight students that left the school, three were appointed pundits, two took employment in offices, and three left for other causes. The building vacated by the Madrassa has been taken up by the normal school, a grant of Rs. 4,000 having been sanctioned for its purchase and repairs.

324. The Patna school is the only one that trains teachers in English. It had 21 students in the English and 43 in the vernacular department. The full complement allowed is 100; other pupils are coming in, though the amount of the stipend offered in the first-year class, Rs. 3, is said to be too low. The superior attractions of the medical and survey schools draw away many who would otherwise join the normal school,—a difficulty that will be solved as time goes on by the increasing demand for trained teachers in English schools. Six students of the third-year class passed the final examination.

325. The Cuttack and Ranchi schools are both working fairly, considering the small number of schools of secondary instruction in Orissa and Chota Nagpore, and the consequent lack of inducement to read in normal schools. From the Cuttack school 16 candidates passed the examination for certificates, and six got employment as pundits. Eleven new admissions were made during the year from all the districts of the Division. Measures have been taken since the close of the year to supply the students of the normal school with Uriya text-books, in place of the Bengali books which they have hitherto been compelled to read. The Ranchi school had 14 students in the pundit department. Nine were examined for certificates and eight passed, of whom one has since been appointed a pundit. All the aided normal schools are under missionary management, except the Rangamatti school in the Hill Tracts of Chittagong, which is really a boarding-school for hill boys. All are reported to be doing fairly well, though some better than others.

326. The following table shows the outturn of the gurus trained in third-grade normal schools:—

Number of Gurus who obtained Certificates during the year.

Division.	First grade.	Second grade.	Third grade.	Total
Burdwan ...	16	19	18	53
Calcutta ...	4	4	10	18
Rajshahye ...	10	19	13	42
Dacca ...	3	8	10	21
Chittagong ...	3	6	4	13
Patna ...	15	11	7	33
Orissa ...	39	37	3	79
Chota Nagpore ...	35	43	12	90
Total ...	125	147	77	340

Though the numbers of certificated gurus turned out year by year are so disproportionately small, yet they help in keeping up the standard of efficiency among the village schools; and in the more backward divisions and districts this is a matter of the utmost importance.

327. MADRASSAS.—The following is a comparative statement of the attendance and expenditure of Madrassas for the last year. The number of pupils has increased by more than 100, and the Government expenditure by Rs. 1,500:—

Madrassas.	No. of pupils.	Receipts from Government.	Total expenditure.
		Rs.	Rs.
Calcutta ...	232	9,022	10,177
Hooghly ...	29	2,012	2,127
Rajshahye ...	56	6,406	6,486
Dacca ...	186	9,271	9,640
Chittagong ...	204	7,110	7,485
Joreghat ...	70	480	840
Total ...	777	34,301	36,755

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328. The foregoing statement refers only to the Arabic department of the Calcutta Madrassa; the Anglo-Persian department, with its branch school, being merely a high class English school of the ordinary type, except that it is confined to Mahomedans. The Calcutta Madrassa is supported from general revenues; the others are maintained by the Mohsin Endowment Fund. The following statement shows the present distribution of the income from that endowment:—

	Rs.
Assignments to four Madrassas	27,600
Ditto to branch Madrassa at Joreghat	480
Ditto for payment of two-thirds fees in colleges and schools, and part payment of Arabic and Persian teachers	18,580
Mohsin scholarships	9,072
Assignments to Sylhet Zillah School	800
Total ...	56,532

Considerable savings occur in the expenditure from these assignments; but as the Account Department does not distinguish between the educational and the other heads of expenditure from the Mohsin Fund, its exact state is not known.

329. In January of this year the Hon'ble Syed Ahmed Khan, C.S.I., as Secretary to the Committee of the Anglo-Oriental College Fund, North-Western Provinces, applied for a grant-in-aid from the Mohsin Fund, on the ground that the Aligarh College was for the benefit equally of all Musalman students who chose to attend, and that, as a matter of fact, it was attended by Behar students whose numbers were daily increasing. As, however, the whole of the Mohsin Fund available for educational purposes was already appropriated, no grant could be given. At the same time the Lieutenant-Governor sanctioned the proposal that all Mohsin scholarships awarded in Bengal should be made tenable at the Aligarh College, if the holders of such scholarships desired to continue their studies there.

330. The central examination of all the Madrassas was held in November. Those in the mofussil have been organised after the model of the Calcutta Madrassa, which is composed of a senior or college department, consisting of the four highest classes, and a junior department. All the Madrassas have now worked up to the standard of Calcutta. At the central examination of 1878 the only Madrassa outside Calcutta that had a fourth-year class was that of Dacca; while the Rajshahye Madrassa had no class above that of the second-year. At the last examination all except Rajshahye sent up a fourth-year class, and Rajshahye has opened a fourth-year class in 1880. The following table shows the number of candidates and the results of their examination for each Madrassa:—

Central Examination of Madrassas, 1879.

Classes.	Madrassas.	Number of candidates.	Number who passed in			Total number passed.
			1st division.	2nd division.	3rd division.	
4th-year class	Calcutta	15	7	.....	6	13
	Dacca	4	2	.....	2	4
	Chittagong...	7	1	.....	3	4
	Hooghly	6	2	1	1	4
3rd-year class	Calcutta	15	4	3	4	11
	Dacca	6	.....	2	3	5
	Chittagong	4	2	1	..	3
	Rajshahye	3	1	1	1	3
2nd-year class	Calcutta	25	6	.....	7	13
	Dacca	21	5	3	4	12
	Chittagong	15	. ..	1	4	5
	Rajshahye	4	.....	1	1	2
1st-year class	Calcutta	23	4	2	4	10
	Dacca	5	1	1	1	3
	Chittagong...	15	.	1	3	4
	Rajshahye	2	1	....	. ...	1
	Total ...	170	36	17	44	97

331. These results do not compare favourably with those of last year, when 112 passed out of 167 candidates—48 in the first division, 28 in the second,

and 36 in the third. The decrease is confined to the first-year classes, in which there were only 45 for examination, of whom 18 passed, as against 60, of whom 40 passed in the year before. In the other classes there is an improvement. The explanation appears to be that the classes, which have been increasing in number year by year, are outgrowing the power of the teaching staff, which was sanctioned at a time when the standard taught was much lower—a state of things which would chiefly affect the lower classes.

332. *Calcutta Madrassa.*—During every year for the last six years there has been a small but sensible addition to the number of pupils. On the 31st March 1880 there were 1,033 students, against 1,015 in 1879. Of these 232 belonged to the Arabic department, 395 to the Anglo-Persian department, and 406 to the Colinga branch school, showing a slight increase in each department. Of the 1,033 pupils 659 are English and 374 Oriental students. They are distributed thus—

Oriental students—	
Arabic department	232
Oriental department of the branch school	142
Total ...	374
English students—	
Anglo-Persian department	395
English department of the branch school	264
Total ...	659

333. Four students of the Arabic department, and twenty-five boys of the Oriental department of the Colinga branch school, attend classes of the English department for additional instruction in English. The students of the Arabic department are without exception Sunnis. There are 12 Shiahs in the Anglo-Persian department, and two Shiahs in the branch school. In the Arabic department one student belongs to the upper classes and the rest to the middle; of these last, 147 belong to families holding property in land. In the Anglo-Persian department eight students belong to the upper classes, 279 to the middle, and 108 to the lower. In the branch school, established originally for the benefit of boys of lower social position, 90 belong to the middle and 316 to the lower classes. The number of resident students on the 31st March 1880 was 43. Of these, 19 attend the Arabic department; 23 the Anglo-Persian department; and one the Oriental department of the branch school.

334. The total expenditure of the Calcutta Madrassa and the branch school was as follows:—

	Rs.
Arabic department	10,177
Anglo-Persian department	14,329
Colinga branch school	5,251
Total ...	29,757

The amount of fees collected during the year was—

	Rs.
Arabic department	1,154
Anglo-Persian department	4,419
Colinga branch school	1,230
Total ...	6,803

The annual grant, exclusive of Mohsin scholarships, is Rs. 25,000 *plus* the schooling fees. There was therefore a surplus balance for the year of Rs. 2,047.

335. Confining attention to the Arabic department, the number of students on the 31st March 1880 was 232 as against 223 in 1879. Thirty-six pupils were transferred to this department from the Oriental department of the branch school, as against 20 transferred in the preceding year. The attendance has been fairly regular, and the work of instruction carefully carried on. The annual examination was as usual conducted by the central Board of Examiners appointed to examine the five Madrassas at Calcutta, Hooghly, Dacca, Rajshahye, and Chittagong.

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336. The results of the examination are exhibited in the annexed table:—

Classes.		Number of students	Present at examination.	Passed— First division.	Second division.	Third division.	Total.
4th senior class	...	15	15	7	0	6	13
3rd ditto	...	17	15	4	3	4	11
2nd ditto	...	29	25	6	0	7	13
1st ditto	...	30	23	4	2	4	10
1st junior class	...	44	35	9	6	5	20
2nd ditto	...	36	31	10	5	8	23
Total	...	171	144	40	16	34	90

Thus in the last central examination 90 students passed out of 144. In the four senior or college classes 47 passed out of 78. In the examination of the previous year 93 passed out of 152 present, and 52 out of 86 in the four college classes. Three students of the fourth senior class head the general list of students at the central examination; and out of 36 passing in the first division, 21 were from the Calcutta Madrassa. In all 60 per cent of its students passed the examination; from the other Madrassas 50 passed out of 92, or 54 per cent.

337. *Dacca Madrassa.*—There are this year 186 students, against 195 of the previous year. Of these, 104 are in the English and 82 in the Arabic Department. The attendance is improving, the average daily roll being 127, against 122 last year. The bulk of the students come from Dacca, and next from Tipperah, Sylhet, and Mymensingh. The other districts in the Division, and two districts in the Burdwan Division, send a few each.

Out of 36 candidates at the central examination 24 passed, 8 in the first division. The popularity of the English Department steadily increases. In 1876 it had 61 students; it has now 104. There are 28 boarders. The Mohsin grant is Rs. 10,000; the fee-receipts were Rs. 369, and the expenditure Rs. 9,640, giving a surplus of Rs. 729 for the year. The new Madrassa building is finished, and has been occupied since the close of the year. Unfortunately, the accommodation is found to be not sufficient for the numbers to be provided for.

338. *Rajshahye Madrassa.*—In January last a fourth-year Arabic class was opened. There are now therefore four senior and five junior classes in the Arabic Department, and three English classes. English has not yet become as popular here as in the Dacca Madrassa.

The pupils on the 31st March were 56, against 51 in the previous year. Six candidates passed the central examination out of nine. Of the 56 pupils 39 were boarders, of whom 17 paid for their board and the rest were free. The 22 Government *jagirs* or free studentships are the inducement which brings pupils to this Madrassa, and without them there would probably be very few students. A proposal was made during the year to transfer the Madrassa to Moorshedabad, the desire for Oriental learning being evidently not very strong as yet among the Musulmans of Rajshahye, but few of whom belong to the classes which value education of that order. The proposal was not carried out, partly because a Sunni establishment could not be introduced among the Shiah community of Moorshedabad, and partly because the Oriental department of the Nizamut school, if duly strengthened, would, it was believed, supply all the wants of the latter place. During the progress of these negotiations the new building sanctioned for the Madrassa was suspended. The Mohsin grant is Rs. 7,000, and the fee receipts were Rs. 80. The expenditure was Rs. 6,486, and the balance Rs. 594.

339. *Chittagong Madrassa.*—On the 31st March there were 204 students on the rolls, against 126 of the previous year. This increase of 78 boys has taken place since the removal of the school to its new building in January, and the opening of an elementary class, which was attended by some 80 boys. The Superintendent complains of the want of any school serving as a "feeder" to the Madrassa, but says that owing to the widespread desire among the people to avail themselves of the benefits of the Madrassa "many by private efforts make themselves eligible for admission into it." Upon which the Magistrate remarks:—"This is the best sort of feeder there could possibly be, if the

number allowed in the Madrassa were limited (and the age of students too), and admission attainable only by competition. This would raise the standard of the Madrassa and greatly encourage private efforts, *i.e.* general education." He adds that "to undertake elementary education [within the Madrassa] reduces the standard, and must eventually turn it into an infant school. I do not see the smallest hardship in rejecting candidates for admission who do not come up to the proper standard. I think increasing the numbers by taking in boys who have not the energy to qualify by private efforts is merely hampering the institution, and increase of teachers to instruct these lower classes should not be allowed." I quite agree that the numerous maktabs in Chittagong, to which reference was made in the report of last year upon the primary education of the district, will, if duly encouraged, make very efficient feeders to the Madrassa; and these are the "private efforts" referred to by the Superintendent. Still, if 80 boys attend an elementary class within the Madrassa itself, it is clear that there is a strong demand for education of that kind in the town of Chittagong; and in opening that class we are both strengthening the Madrassa and carrying out the objects of the endowment.

Forty-one boys from the first to the fourth-year classes appeared at the central examination; of these 16 passed. This is not a very satisfactory result; the greatest failures took place in the first and second-year classes, in which only nine passed out of 30. The Superintendent complains, as he did in the last annual report, about the insufficiency of the instructive staff. Forty-two boys from the lower classes were examined by local examiners, of whom 27 passed. The English examination was conducted in February by Moulvie Dilwar Hosain, B.A., Deputy Magistrate. The result was satisfactory.

340 *Hooghly Madrassa.*—The number on the rolls of the Madrassa increased from 23 to 29. There were two in the senior fourth-year class, 11 in the senior first year-class, and seven, six, and three in the junior fourth, third, and first-year classes respectively on the 31st of March. In 1878 the Madrassa had only one college class, that of the third-year, which became the fourth-year class of 1879. In 1880 a first-year class has been opened, and it is hoped that the establishment of the branch Madrassa at Joreghat, to serve as a feeder, will in time restore the Hooghly Madrassa to something like its former prosperity.

Four out of six candidates from the senior fourth-year class passed the central examination; two in the first division, one in the second, and one in the third. Two out of seven candidates from the junior fourth-year class obtained scholarships of Rs. 8 a month each, and two out of four candidates from the junior third-year class obtained scholarships of Rs. 6 a month each.

The receipts were Rs. 5,396: from the Mohsin Fund Rs. 5,281, including a re-grant from the previous year's surplus of Rs. 3,134, and from fees Rs. 115. The expenditure, which consisted of the salaries of the three Moulvies and of Arabic scholarships, amounted to Rs 2,127.

341. *Seetapore Madrassa (Trust).*—In August 1878 orders were issued by Government for a report on this Madrassa, which had its origin in an assignment made by Mr. Cartier in 1772, and renewed by Warren Hastings in 1781; the present grant being Rs. 114 a month, under the control of the Mutawali. Moulvie Abdul Hai, of the Calcutta Madrassa, made a special report on its condition early in the following year, and his report was laid before the managing committee of the Madrassa, of which the Collector of Hooghly is *ex-officio* a member. On the 24th March 1879 the committee met and considered the report. With the exception of the proposal to charge fees, they accepted Moulvie Abdul Hai's recommendations as to the course of studies, books to be read, holidays, &c. On the 23rd of April following, Government approved of the committee's decisions, and directed this department to report annually on the state of the school. In accordance with these orders the Moulvie was again deputed in December last to report. He found 20 students in the school, against 22. The teachers were the same as at the time of his first examination, namely a Persian and Urdu teacher, an Arabic teacher, and a Bengali teacher of mathematics. It appears from the Moulvie's report that though the Government sanctioned the proposed new course of studies in April, the Mutawali was not directed to adopt it in the classes till June. As a consequence the full course had not been taught, and very little improvement was shown as a result of the year's work. There was, however, a consider-

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able improvement in the school building and boarding-house, and better ventilation had resulted in the improved health of the students. Of these 12 came from Hooghly, three from Jessore, and one each from Pubna, Burrisal, Burdwan, and 24-Pergunnahs.

342. SANSKRIT TITLE EXAMINATION.—In the early part of the year 1878, with a view to encourage the study of Sanskrit among private students, and to give formal recognition to the proficiency they might show, an examination was instituted by Government to be held in the four subjects of Kavya or literature, Smriti or law, Darsana or philosophy, and the Vedas; and it was ordered that certificates signed by the Director of Public Instruction and the Principal of the Sanskrit College should be given to successful candidates. Under these rules the first examination was held in April 1879, the examiners being selected from various parts of the province; of 52 candidates who presented themselves 24 passed. The second examination was held this year, when 61 candidates appeared and 30 passed. The following list shows the subjects in which candidates presented themselves for examination, the number of candidates, and the number who passed.

	Number of candidates.	Number passed.
Kavya or Literature	17	8
Smriti or Law—		
(a) Modern	25	17
(b) Ancient	1	1
Darsana or Philosophy—		
(a) Logic	5	1
(b) Nyaya Philosophy	12	3
(c) General Philosophy	1	...
Total	61	30

343. All the candidates were Bengalis, with the exception of one Behari and two Punjabis. There were five private students, and the rest were from tols of Lower Bengal. All were Brahmins by caste. Eighteen districts furnished candidates; Mymensingh sent 10, Furreedpore eight, 24-Pergunnahs six, Hooghly and Burdwan each five, and the others smaller numbers. The largest number from one place was six from Bhatpara.

The Officiating Principal of the Sanskrit College writes:—"The Sanskrit title examination is likely to become a popular institution in Bengal. Already there are instances of rich Hindus coming forward to reward in their own way the candidates who have succeeded in passing the examination, as well as their teachers. Thus Rajah Mahendra Lal Khan, of Narajol, Midnapore, on the occasion of his father's *sraddha*, invited all the successful candidates and their teachers from all places up to Navadispore, and distributed among them Rs. 800, sending at the same time Rs. 200 for those at a distance. So, too, Maharajah Jotendra Mohun Tagore, besides his scholarship and prize, invited successful candidates and their teachers on the occasion of his nephew's marriage, and made them presents. And similarly the Rani Karunamayi, of Paikpara, and Baboo Durga Das Acharjya of Muktagacha, Mymensingh, liberally rewarded the successful competitors."

344. An association of pundits has been formed in Dacca, calling itself the Saraswat Samaj, for the promotion of Sanskrit learning. Government has granted it an annual sum of Rs. 500 to meet Rs. 1,000 to be raised locally, and has left it to the Committee of Management to settle the prizes and rewards to be given to the pundits.

345. AGRICULTURAL SCHOLARSHIPS.—The Lieutenant-Governor gave orders in March last for the preparation of a scheme for the establishment of two scholarships to be awarded to distinguished science graduates of the Calcutta University, on condition that they should proceed to England and go through a full course of agricultural instruction at the Cirencester or some other agricultural college. The Principal of that college, with whom I placed myself in correspondence, recommended that the scholarship-holders should go through the ordinary course, which he regarded as a necessary basis for the successful prosecution of scientific agriculture in any part of the world; and he recommended that the two years' college course should be supplemented by a further course of two years at some model farm or other selected

site in Bengal. It appeared, however, that a certain portion of the prescribed course, such as that relating to agricultural law and farm accounts, would be of little or no value to Indian students, and might with advantage be replaced by the "lathe, carpentry, and smith's work," which formed an optional part of the course. SPECIAL INSTRUCTION.

346. By a later Resolution sanction was given to the creation of two scholarships of Rs. 200 a year each, tenable for 2½ years by natives of Bengal, Behar, or Orissa, who had passed the B.A. examination on the physical side. A grant of Rs. 1,000 was also made to each selected candidate for the voyage to England, with a similar allowance for the return journey. More than 30 candidates applied for the scholarships.

VII.—SCHOLARSHIPS.

347. The distribution of scholarships is appended— SCHOLARSHIPS.

Class of scholarships.	Sanctioned grant.	Actual expenditure in 1879-80.
	Rs.	Rs.
Senior	24,720	25,733
Junior	43,920	43,358
Middle English } Do. vernacular }	53,400	10,785 32,330
Lower ,, ...	15,000	12,435
Primary ,, ...	18,000	13,223
Girls	1,800	194
Civil Engineering (graduate)	6,000	4,416
Medical College	4,800	3,956
Mohsin	9,072	9,072
Sanskrit College	2,832	2,832
Art School	1,200	1,200
Total ...	1,80,744	1,59,534

VIII.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

348. I have nothing further to say under this head. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

IX.—SCHOOL-BOOKS.

349. The quarterly catalogues published by the Bengal Librarian show the rapidity with which school-books issue from the press. In Bengal Proper there is no need of any stimulus or encouragement being offered by Government to authors for the production of school-books. Before a book can be used in Government or aided schools, it must be placed on the authorised list, which is revised from time to time by the Central Committee. The schools then choose, almost at discretion, the books that they will read for the departmental examinations, in which only the subjects are fixed. It is found that school managers, who of course have the advantage of consulting the inspecting officers, almost invariably select good and useful books, for without this their pupils would have no chance of succeeding in the examinations. In every subject there are some three or four books marked out by general consent as the best, and the choice of schools is almost exclusively confined to these. This system gives the fairest possible chance to authors; every school-book has a perfectly free field, and the best makes its way. SCHOOL-BOOKS.

350. In Behar and Orissa the case is different. Private enterprise and literary capacity are not so common in those provinces that we can trust altogether to individual efforts to supply our needs. In Behar the Inspector has certain sums placed at his disposal by the Magistrate of each district from the primary grant; and from this fund he offers rewards for the production of new books, or the translation of those that have been accepted in other provinces. In the last report a long list was given of vernacular books in the Hindi and Kaithi characters that had been produced in response to this encouragement. The following is the list of Hindi school-books issued from the press at Patna during 1879-80:—

1. History of England, by Gobind Chandra Singh.
2. Prakriti Path, by Pundit Badri Nath Tiwari.
3. Geographical primer of the four quarters, by Gunput Singh.

SCHOOL-BOOKS.

4. Guruganit Shakti (arithmetic), by Ramdun Singh.
5. Geometry, Book I, by Sajiwan Lal, B.A.
6. Gyanankur (reader), by Pundit Shiva Narayan Trivedi.
7. Radha Lal's Bhashabodhini, Part II (reader), rendered in the Kaithi character.

Nos. 1 and 2 are translations; Nos. 3 to 6 are compilations and original compositions.

351. Besides the foregoing, the following Hindi books were issued from the press in the Burdwan Division:—

1. Bhugol (geography).
2. Purabritta Sar (history).
3. Bodhoday (reader).
4. Padartha Vidya (natural philosophy).
5. Bhubidya (physical geography).

352. A great impulse has been given to the study of Hindi by the recent Resolution of Government, directing that the Nagri or Kaithi character shall henceforward be exclusively used in the courts. The Commissioner of Patna has accordingly notified that no one will in future be appointed to the vernacular department who does not possess a thorough knowledge of these characters. "The people," writes the Inspector, "will now find one great obstacle to the study of their own vernacular removed, and the vernacular schools will to a great extent be relieved from the difficult attempt to combine the teaching of two or three characters. The progress of an indigenous vernacular literature will, under such circumstances, be only a question of time." He adds, "that the people were not unprepared, for the coming change was rendered clearer every year from the greater eagerness with which pupils in schools, both Hindus and Mahomedans, were taking to Nagri and Kaithi in preference to Persian;" the reason being the growing diffusion of Hindi books in primary schools, which made it easy for Mahomedan pupils of those schools to read the books used by their fellow students.

353. Towards the end of 1879 the Government of India, who had long had before them the question of sanitary teaching in schools, ordered the introduction, into all schools reading for any standard below the Entrance, of Dr. Cunningham's Sanitary Primer, which was accordingly translated into Bengali, Hindi, and Uriya. In order to secure the wide diffusion and comprehension of this work among the villages of Behar, I obtained the sanction of Government to the casting of a fount of Kaithi type, after the model of Mr. Nesfield's lithographed Kaithi, which has hitherto been used for school books in Behar and the North-West. The lithographed Kaithi had been found to be somewhat cumbrous; and if Kaithi was to be at all extensively used, it would be far better to have books printed in that character. The later orders enforcing the use of Kaithi in the courts have confirmed and increased the advantages of having a separate fount of Kaithi type. The models, in five sizes, are now in the hands of the Superintendent of Government Printing, who is having the work done at the Alipore Jail; and the type will be ready before the end of 1880.

354. In Orissa a great want has been felt for a good dictionary, an atlas, and a set of works in mathematics and science, all in the vernacular, for the use of the Cuttack normal school. Steps have already been taken for the supply of an Uriya atlas: good wall-maps already exist in that character. The sanction of Government has now been obtained to the expenditure of Rs. 3,400 for the production of an Uriya geometry, algebra, trigonometry, and botany. There is scarcely any demand for these works outside the Cuttack normal school; and authors or translators could not be expected, without liberal rewards, to undertake the expense and risk of publication. A sum of Rs. 300 has also been paid for a new History of Orissa, by Babu Piyari Mohan Acharjya, which the Joint-Inspector describes as being unquestionably the best history in the Uriya language.

355. A new edition of the "Art of Teaching" by the head-master of the normal school is also being brought out at a cost of Rs 150. Lastly, a reward of Rs. 300 has been promised to the author of "Prabandhamala," a good work in Uriya prose, intended for use in the Cuttack normal school and the middle schools of Orissa.

A. W. CROFT,
Director of Public Instruction.

Return of Attendance in Colleges and Schools for General and Special Instruction as on the 31st March in the years 1879 and 1880.

Colleges and Schools for General Instruction.	Number of colleges and schools as on 31st March		Number of pupils as on 31st March	
	1879.	1880.	1879.	1880.
Colleges and Schools receiving State Grants.				
Superior Instruction—				
Colleges affiliated to the University in Arts—				
Government colleges	12	11	1,067	1,086
Private colleges, aided	6	6	640	653
Total ...	18	17	1,707	1,739
Secondary Instruction—				
High English Schools—				
Government schools	48	48	13,236	13,727
Private schools, aided	85	88	8,894	10,800
Total ...	133	136	22,130	24,527
Middle English Schools—				
Government schools	6	8	820	926
Private schools, aided	422	432	24,387	25,723
Total ...	428	440	25,207	26,649
Middle Vernacular Schools—				
Government schools	172	175	9,805	9,977
Private schools, aided	783	820	38,001	40,283
Total ...	955	995	47,906	50,260
Lower Vernacular Schools—				
Government schools	13	5	757	439
Private schools, aided	1,474	1,438	50,638	51,712
Total ...	1,487	1,443	51,395	52,151
Primary Instruction—				
Government primary schools	10	10	207	185
Private schools, aided (including circle primaries) ...	23,028	28,982	446,661	537,122
Total ...	23,038	28,992	446,868	537,307
Instruction for Females—				
Government schools	2	2	270	251
Private schools, aided (including zenana agencies) ...	469	595	10,464	12,878
Total ...	471	597	10,734	13,129
Grant-in-aid Schools for European and other Foreign Races.				
Schools for boys	8	8	1,617	1,562
Ditto for girls	12	9	1,115	949
Mixed schools	18	21	892	1,000
Total ...	38	38	3,624	3,511
Total of Colleges and Schools for General Instruction receiving State grants	26,568	32,658*	609,571	709,273
Colleges and Schools receiving no aid from the State.				
Superior Instruction—				
Colleges affiliated to the University in Arts	2	3*	256	341
Secondary Instruction—				
High English schools	63	64	13,003	14,091
Middle ditto ditto	112	114	6,283	6,163
Ditto Vernacular ditto	106	90	4,701	4,302
Lower ditto ditto	54	55	1,996	2,145
Primary Instruction—				
Pathsalas, tols, and maktabs	6,232	6,266	84,196	76,145
Instruction for Females—				
Girls' schools	72	60	2,043	2,029
Unaided Schools for European and other Foreign Races.				
Boys' schools	4	4	555	578
Girls' ditto	2	4	106	443
Mixed ditto	3	.....	292	.....
Total of Colleges and Schools for General Instruction receiving no aid from the State	6,650	6,660	114,331	106,237
Grand Total of Colleges and Schools for General Instruction.	33,218	39,318	723,902	815,510

* The Metropolitan Institution; the Baptist Mission College, Serampore; and La Martiniere College.

Return of Attendance in Colleges and Schools for Special Instruction as on the 31st March in the years 1879 and 1880.

Colleges and Schools for Special Instruction.	Number of colleges and schools as on the 31st March		Number of pupils as on the 31st March	
	1879.	1880.	1879	1880.
Special Instruction—				
Law Departments affiliated to the University	5	6	227	321
Medical College, English Department, affiliated to the University	1	1	208	153
Engineering Department, Presidency College, affiliated to the University.	1	1	89	73
Madrassahs, Government	6	6	673	777
Ditto, unaided	1	2	20	71
Campbell Medical School, Sealdah	1	1	200	250
Vernacular ditto ditto, Patna	1	1	174	147
Ditto ditto ditto, Dacca	1	1	112	83
Ditto ditto ditto, Cuttack	1	1	33	28
School of Art	1	1	76	76
Survey vernacular schools	4	3	165	138
Other technical ditto, Government	4	4	149	115
Ditto ditto ditto, aided	1	.....	11	
Ditto ditto ditto, unaided	2	1	187	38
Normal Schools for Masters—				
Government Normal schools	18	16	565	580
Aided ditto ditto	10	9	802	555
Normal Schools for Mistresses—				
Aided Normal schools	2	4	24	115
Total of Colleges and Schools for Special Instruction	60	58	3,805	3,520
Grand Total of Colleges and Schools for General and Special Instruction	33,278	39,376	727,707	819,030

Return of Receipts and Expenditure of Educational Establishments for the year ending 31*st March* 1880.

1	2	3	4	5	6	7	8	9	10	11
	Received.									Expended.
Nature of Establishment.	Grants from Provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in previous headings.	Total.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Superior Instruction—										
University	.....	.....	23,130	2,100	.....	...	67,944	776	93,950	92,251
Colleges or departments of colleges affiliated to the University in Arts—										
Government colleges	2,10,664	.....	17,478	4,839	.....	...	90,295	.....	3,23,276	3,23,276
Private college, aided	24,118	.....	20,099	22,267	.....	...	30,372	38,300	1,35,156	1,35,156
Total ...	2,34,782	.....	37,577	27,106	.....	...	1,20,667	38,300	4,58,432	4,58,432
Scholarships held in colleges—										
Senior	25,733	.....	.....	.....	.....	...	.....	.....	25,733	25,733
Junior	43,358	.....	.....	.....	.....	...	.....	.....	43,358	43,358
Endowed	.....	.....	11,147	.....	.....	...	.....	.....	11,147	11,147
Total ...	3,03,873	.....	48,724	27,106	.....	...	1,20,667	38,300	5,38,670	5,38,670
Secondary Instruction—										
High English schools—										
Government schools	1,31,723	.....	13,171	8,302	60	1,556	2,50,283	6,417	4,11,512	4,09,909
Private schools, aided	50,067	.....	3,977	55,576	3,391	...	87,537	3,061	2,04,609	2,00,295
Middle English schools—										
Government schools	17,229	.....	.....	140	600	...	6,700	644	25,313	25,305
Private schools, aided	1,16,834	.....	1,484	1,37,811	5,040	...	82,736	6,877	3,50,782	3,45,478
Middle vernacular schools—										
Government schools	47,614	.....	191	4,901	246	144	22,831	281	76,408	76,408
Private schools, aided	1,00,959	.....	1,696	83,288	2,431	408	83,413	10,308	2,82,503	2,78,420
Lower vernacular schools—										
Government schools	662	.....	.....	15	.....	..	24	4	705	705
Private schools, aided	73,826	155	176	20,486	798	121	50,493	6,837	1,52,892	1,52,839
Grant-in-aid schools for European and other Foreign races—										
Schools for boys	23,864	.....	17,559	8,946	.....	...	90,626	3,316	1,44,311	1,39,373
Mixed schools	15,066	.....	960	9,419	420	...	21,987	2,403	50,345	50,226
Scholarships held in schools for secondary instruction—										
Middle English	10,785	.....	.....	.....	.....	...	.....	.....	10,785	10,785
Middle vernacular	32,330	.....	.....	.....	.....	...	.....	.....	32,330	32,330
Lower vernacular	12,435	.....	.....	.....	.....	...	.....	.....	12,435	12,435
Primary	13,223	.....	.....	.....	.....	...	.....	.....	13,223	13,223
Endowed or private	.....	.....	3,385	.....	.....	...	.....	.....	3,385	3,385
Total ...	6,46,817	155	42,599	3,28,884	12,986	2,229	6,96,630	40,238	17,70,538	17,51,116
Primary Instruction—										
Primary vernacular schools—										
Government	1,248	.....	.....	29	.....	...	28	4	1,309	1,309
Aided (including primaries aided from the Circle and Primary Funds)	2,94,271	4,244	916	94,526	2,125	2,285	6,90,994	82,283	11,71,644	11,71,597
Total ...	2,95,519	4,244	916	94,555	2,125	2,285	6,91,022	82,287	11,72,953	11,72,906
Instruction for Females—										
Government schools	13,110	.....	.....	786	.....	...	3,626	.....	17,522	17,522
Private schools, aided	48,985	.....	7,321	85,446	1,787	176	14,196	5,450	1,63,361	1,60,707
Private schools for European and other foreign races, aided	18,241	.....	3,615	15,244	.....	...	27,031	4,701	68,832	62,094
Total ...	80,336	.....	10,936	1,01,476	1,787	176	44,853	10,151	2,49,715	2,40,323
Scholarships held in girls' schools—										
Girls' scholarships	194	.....	.....	.....	.....	...	.....	.....	194	194
Total ...	80,530	.....	10,936	1,01,476	1,787	176	44,853	10,151	2,49,909	2,40,517
Total for General Instruction ...	13,26,739	4,399	1,26,305	5,54,121	16,898	4,690	16,21,116	1,71,752	38,26,020	37,95,460
Special Instruction—										
Law departments affiliated to the University	777	.....	42	.....	.....	...	24,618	.....	25,437	25,220
Scholarships held in ditto ...	.....	.....	240	.....	.....	...	.....	.....	240	240
Medical College, English Department affiliated to the University	1,59,123	.....	.....	.....	.....	...	11,039	.....	1,70,162	1,70,162
Scholarships held in ditto ..	3,956	.....	866	.....	.....	...	.....	.....	4,822	4,822
Engineering Department of the Presidency College affiliated to ditto	36,865	.....	.....	.....	.....	...	5,597	.....	42,462	42,462
Scholarships held in ditto ...	4,416	.....	210	.....	.....	...	.....	.....	4,626	4,626
Madrasahs	34,301	.....	.....	360	.....	...	2,094	.....	36,755	36,755
Medical vernacular schools ...	65,725	.....	.....	.....	180	...	12,522	404	78,831	78,831
School of Art	17,946	.....	.....	.....	.....	...	1,645	.....	19,591	19,591
Survey vernacular schools ...	6,845	.....	.....	.....	.....	...	1,232	.....	8,077	8,077
Other technical schools—										
Government	*3,818	.....	.....	.....	.....	...	.....	*2,864	*6,682	*5,910
Normal Schools for Masters—										
Government normal schools..	59,021	259	.....	.....	.....	...	697	3	59,980	59,980
Aided normal schools	10,395	.....	.....	16,098	.....	...	197	.....	26,690	26,690
Normal Schools for Mistresses—										
Aided normal schools	3,948	.....	.....	5,806	.....	...	2,031	.....	11,785	11,785
Total for Special Instruction ...	4,07,136	259	1,358	22,264	180	...	61,672	3,271	4,96,140	4,95,151

* Exclusive of the money figures in the European and Eurasian Training School at Dehree, from which no return has been received

Return of Receipts and Expenditure of Educational Establishments for the year ending 31*st March* 1880—concluded.

1	2	3	4	5	6	7	8	9	10	11
	Received.									Expended.
Nature of Establishment.	Grants from Provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Municipal grants.	From revenues of native states.	Fees and fines.	Funds not included in previous headings.	Total.	Total.
Miscellaneous—	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Charges for schools abolished during the year	31,443	51	.....	1,827	183	993	2,147	781	37,425	37,425
Charges for petty constructions and repairs	465	.....	.....	.....	.....	...	.....	.....	465	465
Ditto, minor works	420	.....	.....	.....	.....	...	.....	.....	420	420
Grant to *Education Gazette*	3,600	.....	.....	.....	.....	...	.....	.....	3,600	3,600
Grant to useful publications ..	1,106	.....	.....	.....	.....	...	.....	.....	1,106	1,106
Passage and outfit for Gilchrist scholars	1,000	.....	.....	.....	.....	...	.....	.....	1,000	1,000
Scholarship examination charges	820	.....	.....	.....	.....	...	6,191	.....	7,011	7,011
Normal school examination charges	400	.....	.....	.....	.....	...	.....	.....	400	400
Sundries	7,709	.....	.....	2,847	.....	...	.....	.....	10,556	10,556
Total of Miscellaneous ...	46,963	51	.....	4,674	183	993	8,338	781	61,983	61,983
Superintendence—										
Direction	49,421	.....	.....	.....	.....	...	.....	.....	49,421	49,421
Inspection	3,66,532	.....	.....	.....	.....	...	.....	.....	3,66,532	3,66,532
Total of Superintendence ...	4,15,953	.....	.....	.....	.....	...	.....	.....	4,15,953	4,15,953
Grand Total ...	21,96,791	4,709	1,27,663	5,81,059	17,261	5,683	16,91,126	1,75,804	48,00,096	47,68,547

Distribution of Government, Aided, and Inspected Schools in the several Districts and Divisions under the Government of Bengal for the year ending 31st March 1880.

1	2	3	4	5	6	7	8	9	10
Division.	Names of districts.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of students on the rolls on the 31st March 1880.	Average number of square miles to each school.	Number of schools for each thousand of the population.	Number of pupils for each thousand of the population.
Burdwan ...	Burdwan	Bengali	2,697	1,483,850	1,302	42,030	2·	·8	28·3
	Bankoora	Ditto	2,021	968,597	911	26,755	2·	·9	27·5
	Beerbhoom	Ditto	1,756	853,785	606	17,077	2·8	·7	20·
	Midnapore	Ditto and Uriya	5,095	2,545,179	3,697	71,200	1·	1·4	27·9
	Hooghly with Howrah	Bengali	1,719	1,753,250	1,081	39,840	1·5	·6	22·7
		Total ...	13,888	7,604,661	7,597	196,902	1·8	·9	25·8
Presidency ...	Calcutta	Bengali	8	429,535	272	22,422	.....	·6	52·2
	24-Pergunnahs... ...	Ditto	2,788	2,210,047	1,617	60,342	1·7	·7	27·3
	Nuddea	Ditto	3,421	1,812,795	832	29,668	4·1	·4	16·3
	Jessore	Ditto	3,658	2,075,021	672	23,545	5·4	·3	11·3
	Moorshedabad... ...	Ditto	2,462	1,353,626	397	12,140	6·2	·2	·8
		Total ...	12,337	7,881,024	3,790	148,117	3·2	·4	18·8
Rajshahye ...	Dinagepore	Bengali	4,126	1,501,924	488	11,232	8·4	3·2	7·4
	Rajshahye	Ditto	2,234	1,310,729	312	10,022	7·1	·2	7·6
	Rungpore	Ditto	3,476	2,149,972	477	11,742	7·2	·2	5·4
	Bogra	Ditto	1,501	680,407	124	4,258	12·4	·1	6·1
	Pubna	Ditto	1,978	1,211,594	348	12,458	5·6	·2	1·2
	Darjeeling	Bengali, Nepali, Thibetan, &c.	1,234	94,712	42	1,214	29·3	·4	
	Julpigoree	Bengali, Mech, Garo, Toto, and Bhutia	2,006	418,665	136	3,500	21·3	·3	8·3
		Total ...	17,455	7,377,013	1,927	54,426	9	·2	7·6
Dacca ...	Dacca	Bengali	2,706	1,852,993	873	29,125	3·2	·4	15·7
	Furreedpore	Ditto	2,240	1,511,878	884	14,681	5·8	·2	9·7
	Backergunge	Ditto	3,648	1,878,114	767	23,231	4·7	·4	12·3
	Mymensingh	Ditto	6,299	2,349,917	463	15,255	13·6	·1	6·4
	Tipperah	Ditto and Tipperah ...	2,460	1,533,931	1,217	27,376	2·	·7	17·8
		Total ...	17,453	9,126,863	3,703	109,668	4·7	·4	12·1
Chittagong ...	Chittagong	Bengali and Mughi	2,322	1,127,402	329	11,119	7·	·2	9·8
	Noakholly	Bengali	1,852	713,934	225	7,492	8·2	·3	1·4
	Chittagong Hill Tracts	Hill dialects, *i.e.* corrupt forms of Bengali and Mughi	5,561	69,607	9	140	617·8	·1	2·1
		Total ...	9,735	1,910,943	563	18,750	17·2	·3	9·8
Patna... ...	Patna	Hindi and Hindustani ...	2,072	1,559,638	1,866	29,453	1·1	1·1	18·8
	Gya	Ditto	4,716	1,949,750	1,280	17,209	3·6	·6	8·8
	Shahabad	Ditto	4,385	1,723,974	990	13,688	4·4	5·7	7·9
	Durbhunga	Ditto	3,331	2,139,298	619	13,068	5·3	·2	6·1
	Mozufferpore	Hindi, Hindustani, and Tirhuti	3,000	2,245,408	2,262	18,504	1·3	1·	8·2
	Sarun	Hindi and Hindustani ...	2,621	2,063,860	1,010	14,080	2·5	·4	6·8
	Chumparun	Hindi	3,531	1,440,815	784	9,265	4·5	·5	6·4
		Total ...	23,656	13,122,743	8,811	115,276	2·6	·6	8·7
Bhagulpore ..	Monghyr	Hindi and Hindustani ...	3,922	1,812,986	1,884	21,447	2·	1·	11·2
	Bhagulpore	Ditto ...	4,208	1,826,290	1,759	15,787	2·4	·9	8·6
	Purneah	Ditto ...	4,957	1,714,795	610	9,315	8·1	·3	5·4
	Maldah	Bengali	1,813	676,426	278	5,835	6·5	4·1	8·6
	Sonthal Pergunnahs...	Bengali, Hindi, Santhali, and Pahari...	5,488	1,259,287	628	10,092	8·7	·4	8·
		Total ...	20,448	7,289,784	5,159	62,476	3·9	7·	8·5
Orissa ..	Cuttack	Uriya	4,513	1,622,584	3,191	34,412	1·4	1·9	21·2
	Pooree	Ditto	2,472	769,674	1,616	14,703	1·5	2·	19·1
	Balasore	Uriya and Bengali	2,068	770,232	2,007	32,189	1·	2·4	41·7
		Total ...	9,053	3,162,490	6,814	81,304	1·3	2·1	25·7
Chota Nagpore.	Hazaribagh	Hindi and Bengali	7,021	771,875	233	6,163	27·7	·3	7·9
	Lohardugga	Ditto	12,044	1,237,123	302	9,942	39·9	·2	8·
	Singbhoom	Ditto	3,897	318,180	87	4,298	44·7	·2	1·5
	Manbhoom	Bengali	4,143	820,521	338	8,385	12·2	4·1	10·2
		Total ...	27,105	3,147,699	980	28,788	27·6	·3	9·1

[New Form.]

EDUCATION GENERAL FORM 1.

Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the year ending 31st March 1880.

Area and Population of the Province.				Colleges, Schools, and Scholars.	University Education.	Secondary Education.			Primary Education.	Special or Technical Education.							Percentage of Schools and Scholars to Population.				Remarks.
Number of districts.	Number of divisions.	Total area.	Total population.		Colleges.	High schools.	Middle schools.	Lower middle schools.	Primary schools.	Schools of Art.	Middle schools.	Engineering and surveying schools.	Normal schools.	Industrial schools.	Madrassahs.	Other schools.	High schools.	Middle schools.	Lower middle schools.	Primary schools.	
	2	3	4	5	6	7	8	9	10	11a	11b	11c	11d	11e	11f	11g	12	13	14	15	16
45, including Calcutta.	9	151,129 square miles.	60,623,270 souls.	Institutions .. For males ...	28	200	1,638	1,498	35,258	1	4	3	25	5	8	...	.....	...	...	...	
				Institutions .. For females ...	.....	557				.....	.....	.....	4	.....	.....	...	.....	...	...	...	
				Total ...	28	39,251				1	4	3	29	5	8	...	.....	...	...	...	
				Scholars ... Males	2,627	38,618	87,349	54,296	613,452	76	508	138	1,135	153	848	...	.....	...	...	...	
				Scholars ... Females	.....	15,158				.....	.....	.....	115	.....	.....	...	.....	...	...	...	
				Total ..	2,627	808,873				76	508	138	1,250	153	848	...	.....	...	...	...	

N. B.—The above return excludes 47 schools for European and other foreign races with an attendance of 4,557 pupils on the rolls at the end of the year. Girls' schools are not yet classified as high, middle, and primary.

Return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the year ending 31*st March* 1880.

New Form.] EDUCATION GENERAL

Return of Colleges, Schools, and Scholars in the Lower

Class of Institutions.	Government Institutions.							Aided Institutions.						
	Number of institutions.	Number of scholars on the rolls on the 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning			Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning		
					English.	A classical language.	A vernacular language.					English.	A classical language.	A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
UNIVERSITY EDUCATION.														
ARTS COLLEGES—														
English	11	1,086	989	823	1,086	...	.....	6	653	577	482	653	...	.....
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—														
Law	6	321	234	213	321	..	.....	.....	.....	.....	.....	.....	...	.....
Medicine	1	153	244	241	153	...	.....	.....	.....	.....	.....	.....	...	.....
Engineering	1	73	78	67	73	...	.....	.....	.....	.....	.....	.....	...	.....
SECONDARY EDUCATION.														
HIGH, MIDDLE, AND LOWER MIDDLE SCHOOLS—														
For Boys—														
High Schools ... ... English ...	48	13,727	12,448	10,178	13,665	...	62	88	10,800	9,612	7,400	10,126	...	674
Middle Schools ... English ...	7	901	698	651	716	...	185	432	25,723	22,995	17,416	16,543	...	9,180
Middle Schools ... Vernacular...	175	9,977	8,841	6,849	779	...	9,198	820	40,283	36,363	28,138	1,513		38,770
Lower Middle Schools Vernacular ..	5	439	344	272	39	...	400	1,438	51,712	46,157	36,824	152	...	51,560
PRIMARY EDUCATION.														
PRIMARY SCHOOLS (VERNACULAR)—														
For Boys	10	185	197	139	.....	...	185	28,982	537,122	463,313	406,384	373	...	536,749
FEMALE EDUCATION.														
For Girls (Natives)	2	251	237	171	128	...	123	595	12,878	12,162	9,169	360		12,518
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.														
Schools of Art	1	76	72	53	40	...	36	.	.....	.....	.....	.....	...	.....
Medical Schools	4	508	451	381	.....	...	508	.....	.....	.....	.....	.....	...	.....
Engineering and Surveying Schools	3	138	145	123	9	.	129	.....	.....	.....	.....	.....	...	.....
Normal Schools for Masters	16	580	540	433	52	.	528	9	555	583	531	124	...	431
Ditto for Mistresses ...	...	.....	.....	.....	.....	...	.....	4	115	110	94	31	...	84
Industrial Schools	4	115	116	106	58	...	57	.....	.....	.....	.....	.....	...	.....
Madrasahs	6	777	648	483	231		546	.....	.....	.....	.....	.....	...	.....
SCHOOLS FOR EUROPEAN AND OTHER FOREIGN RACES.														
Schools for Boys	1	25	17	16	25	..	...	8	1,562	1,580	1,365	1,498	...	64
Ditto for Girls	...	.....	.....	.....	.....	...	. .	9	949	990	758	949	...	.
Mixed Schools	...	.....	.....	. .	.....	...	.....	21	1,000	944	767	1,000		.....
Total ..	301	29,332	26,290	29,199	17,375	.	11,957	32,412	683,352	595,395	509,328	33,322	...	650,030

N.B.—The number of pupils learning

FORM No. 2.

Provinces of Bengal for the year ending 31st March 1880.

Unaided Institutions under regular inspection.							Grand total of institutions.	Grand total of scholars on 31st March.	Grand Total of Scholars on 31st March learning			Classification according to race or creed of the scholars on 31st March.				
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning												
				English.	A classical language.	A vernacular language.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e
3	341	254	230	341	.....	.....	20	2,080	2,080	.....	.....	60	1,927	93	.....	
.....	.....	.....	.....	.....	.....	.....	6	321	321	.....	.....	2	306	13	.....	
.....	.....	.....	.....	.....	.....	.....	1	153	153	.....	.....	55	95	1	2	
.....	.....	.....	.....	.....	.....	.....	1	73	73	.....	.....	2	70	1	.....	
64	14,091	12,740	10,615	13,148	.....	943	200	38,618	36,939	.....	1,679	280	34,785	3,421	123	
114	6,163	5,541	4,409	4,024	.....	2,139	553	32,787	21,283	.....	11,504	356	28,179	4,078	174	
90	4,302	3,715	2,873	254	.....	4,048	1,085	54,562	2,546	.....	52,016	192	46,586	7,446	338	
55	2,145	1,907	1,564	88	.....	2,057	1,498	54,296	279	.....	54,017	319	44,541	8,900	536	
6,266	76,145	70,538	60,193	169	.....	75,976	35,258	613,452	542	.....	612,910	2,981	472,882	127,969	9,620	
60	2,029	1,741	1,346	129	.....	1,900	657	15,158	617	.....	14,541	1,370	12,562	959	267	
.....	.....	.....	.....	.....	.....	.....	1	76	40	.....	36	2	70	3	1	
.....	.....	.....	.....	.....	.....	.....	4	508	.....	.....	508	8	399	100	1	
.....	.....	.....	.....	.....	.....	.....	3	138	9	.....	129	.....	110	28	.....	
.....	.....	.....	.....	.....	.....	.....	25	1,135	176	.....	959	413	471	36	215	
.....	.....	.....	.....	.....	.....	.....	4	115	31	.....	84	111	3	.....	1	
1	38	35	19	.....	.....	38	5	153	58	.....	95	61	75	15	2	
2	71	64	58	.....	.....	71	8	848	231	.....	617	.....	4	844	.....	
4	578	550	526	578	.....	.....	13	2,165	2,101	.....	64	2,003	71	45	46	
4	443	426	398	418	.....	25	13	1,392	1,367	.....	25	1,317	3	.....	72	
.....	.....	.....	.....	.....	.....	.....	21	1,000	1,000	.....	.....	995	.....	.....		
6,663	106,346	97,517	82,231	19,149	.....	87,197	39,376	819,030	69,846	.....	749,184	10,536	643,139	153,952	11,403	

a classical language is not known.

New Form.] EDUCATION GENERAL

Return of Expenditure on Educational Establishments in the Lower

Class of Institutions.	Expendi												
	Government Institutions.								Aided Insti				
	Provincial revenues.	Local rates or cesses.	Endowments.	Subscriptions.	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues.	Local rates on cesses.	Endowments.	Subscriptions.	Fees.
1	2a	2b	2c	2d	2e	2f	2g	2	3a	3b	3c	3d	3e
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.													
ARTS COLLEGES—													
English	2,10,664	...	17,478	4,839	90,205	... .	.....	3,23,276	24,118	.....	20,099	22,267	30,372
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING—													
Law	777	...	42	.....	24,618	.....	.....	25,447	.....	.....	.....	.....	.....
Medicine	1,59,123	...	.....	.....	11,039	.....	...	1,70,162	.....	.....	.....	... .	... ..
Engineering	36,865	...	.....	.....	5,597	.....	.....	42,462	.....	.....	.....	.....	. ..
SECONDARY EDUCATION.													
HIGH, MIDDLE, AND LOWER MIDDLE SCHOOLS—													
For Boys—													
High Schools—English	1,31,723	...	13,171	8,302	2,50,233	60	7,973	4,11,512	50,067	.....	3,977	55,576	87,537
Middle Schools ... English ...	9,857	...	... ..	140	6,700	600	644	17,941	1,16,834	.....	1,484	1,37,811	82,736
Middle Schools ... Vernacular...	47,814	...	191	4,901	22,831	246	425	76,408	1,00,959	... .	1,696	83,288	83,413
Lower Middle Schools—Vernacular...	662	...	... ..	15	24	.....	4	705	73,826	155	176	20,486	50,403
PRIMARY EDUCATION.													
PRIMARY SCHOOLS (VERNACULAR)—													
For Boys	1,248	...	.....	29	28	...	4	1,309	2,94,271	4,244	916	94,526	6,90,994
FEMALE EDUCATION.													
For Girls (Natives)	13,110	...	.....	786	3,626	.....	. ..	17,522	48,985	.....	7,321	85,446	14,196
SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.													
Schools of Art	17,916	...	.....	.....	1,645	.....	. .	19,591	.....	.....	.....	.....	.....
Medical Schools	65,725	...	.....	.....	12,522	180	404	78,831	.....	... ..	.....	.....	.....
Engineering and Surveying Schools ..	6,845	...	.....	.....	1,232	.....	.....	8,077	... .	... ..	... ..	.....	....
Normal Schools for Masters	59,021	259	.....	.....	697	.... .	3	59,980	10,395	.....	.....	16,098	197
Ditto for Mistresses ...	.....	...	.....	.....	... ..	.....	.....	.....	3,948	.....	.....	5,806	2,031
Industrial Schools	3,818*	...	.....	.....	.....	.....	2,864*	6,682*	.....	.....	.....	.....	... ..
Madrasahs	34,301	...	.....	360	2,004	.....	.....	36,755	.....	.....	.....	.... .	.....
SCHOOLS FOR EUROPEAN AND OTHER FOREIGN RACES.													
Schools for Boys	7,372	...	.....	.....	.....	.....	.....	7,372	23,864	... .	17,559	8,946	90 626
Schools for Girls	.....	...	.....	.....	.....	.....	.....	.....	18,241	. ....	3,615	15,244	27,031
Mixed Schools	.....	...	.....	.....	.....	.....	.....	.....	15,066	.....	960	9,419	21,987
University	..	...	23,130	2,100	67,944	.....	776	93,950	.....	.....	.....	.....	.....
Direction	49,421	...	.....	.....	.....	.....	.....	40,421	.....	.....	. ....	... ..	.....
Inspection	3,66,532	...	.....	.....	.....	.....	.....	3,66,532	.....	.....	.....	.....	.....
Scholarship .. Colleges	77,463	...	12,463	.....	.....	.....	.. ...	89,926	.....	.....	.....	.....	.....
Scholarship .. Schools	68,967	...	3,385	.. .	.....	. ....	.....	72,352	.....	.....	.....	.....	.....
Miscellaneous	15,520	...	.....	2,847	6,191	.....	.....	24,558	.....	.....	.....	.....	.....
Charges for schools abolished during the year	31,443	51	.....	1,827	2,147	183	1,774	37,425	... .	.....	. . .	... ..	. ..
Total ...	14,16,217	310	69,860	26,146	5,09,513	1,269	14,871	20,38,186	7,80,574	4,399	57,803	5,54,913	11,81,613

* Exclusive of the money figures in the European

N.B.—In this table receipts are shown as actual

FORM No. 3.

Provinces of Bengal for the year ending 31st March 1880.

TURE.																	AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL.				
tutions.			Unaided Institutions under regular inspection.										Government institutions.		Aided institutions.		Unaided institutions.
Municipal grants.	Other sources.	Total.	Endowments.	Subscriptions.	Fees.	Other sources.	Total.	Total Government expenditure.	Total expenditure from other sources.	Grand total of expenditure.	Percentage on total expenditure.		Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.
3f	3g	3	4a	4b	4c	4d	4	5	6	7	8		9	10	11	12	13
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
.....	33,300	1,35,156	...	...	...	...	...	2,34,782	2,23,650	4,58,432	9·5		326 13 11	213 0 1	234 3 9	41 12 9	
.....	.....	.....	...	...	...	...	...	777	24,660	25,437	·5		108 11 3	3 5 1	.....	.....	
.....	.....	.....	...	...	...	...	...	1,59,123	11,039	1,70,162	3·5		697 6 1	652 2 3	.....	.....	
.....	.....	.....	...	...	...	...	...	36,865	5,597	42,462	·8		544 6 1	472 10 0	.....	.....	
3,391	3,061	2,03,609	...	...	...	...	...	1,81,790	4,33,331	6,15,121	12·8		33 0 11	10 0 3	21 2 11	5 3 4	
5,040	6,877	3,50,782	...	...	...	...	...	1,26,691	2,42,032	3,68,723	7·6		25 11 3	14 1 11	15 4 0	5 1 3	
2,431	10,716	2,82,503	...	...	...	...	...	1,48,773	2,10,138	3,58,911	7·4		8 10 3	5 6 6	7 12 3	2 12 5	
708	6,958	1,52,892	...	...	...	...	...	74,488	79,109	1,53,597	3·1		2 0 8	1 14 8	3 5 0	1 9 7	
2,125	84,568	11,71,644	...	...	...	...	...	2,95,519	8,77,434	11,72,953	24·4		6 10 3	6 5 4	2 8 5	0 10 1	
1,787	5,626	1,63,361	...	...	...	...	...	62,095	1,18,788	1,80,883	3·7		73 14 11	55 5 0	13 6 10	4 0 5	
.....	.....	.....	...	...	...	...	...	17,046	1,645	19,591	·4		272 1 6	249 4 0	.....	.....	
.....	.....	.....	...	...	...	...	...	65,725	13,106	78,831	1·6		174 12 7	145 11 8	.....	.....	
.....	.....	.....	...	...	...	...	...	6,845	1,232	8,077	·1		55 11 3	47 3 3	.....	.....	
.....	.....	26,690	...	...	...	...	...	69,416	17,254	86,670	1·8		111 1 1	109 4 9	45 12 5	17 13 3	
.....	.....	11,785	...	...	...	...	...	3,948	7,837	11,785	·2		.....	.....	107 2 2	35 14 3	
.....	.....	.....	...	...	...	...	...	3,818	2,864	6,682	·1		57 9 7	32 14 7	.....	.....	
.....	.....	.....	...	...	...	...	...	34,301	2,454	36,755	·7		56 11 6	52 14 10	.....	.....	
.....	3,310	1,44,311	...	...	...	...	...	31,236	1,20,447	1,51,683	3·1		433 10 4	433 10 4	90 13 1	15 0 8	
.....	4,701	68,832	...	...	...	...	...	18,241	50,591	68,832	1·4		.....	.....	69 8 5	18 6 0	
420	2,493	50,345	...	...	...	...	...	15,066	35,279	50,345	1·0		.....	.....	53 5 3	15 15 4	
.....	.....	.....	...	...	...	...	...	.....	93,950	93,950	1·9		.....	.....	.....	.....	
.....	.....	.....	...	...	...	...	...	49,421	.....	49,421	1·0		.....	.....	.....	.....	
.....	.....	.....	...	...	...	...	...	3,66,532	.....	3,66,532	7·6		.....	.....	.....	.....	
.....	.....	.....	...	...	...	...	...	77,463	12,463	89,926	1·8		.....	.....	.....	.....	
.....	.....	.....	...	...	...	...	...	68,967	3,385	72,352	1·5		.....	.....	.....	.....	
.....	.....	.....	...	...	...	...	...	15,520	9,038	24,558	·5		.....	.....	.....	.....	
.....	.....	.....	...	...	...	...	...	31,443	5,982	37,425	·8		.....	.....	.....	.....	
15,992	1,66,616	27,61,910	...	...	...	...	...	21,96,791	26,03,305	48,00,096	100·		.....	.....	.....	.....	

and Eurasian Training School at Dehree from which no return has been received.
disbursements

[New Form.] EDUCATION GENERAL FORM 4.

Return shewing the result of prescribed examinations during the year ending 31st March 1880.

Nature of Examination.	Number of institutions sending examinees.			Number of examinees.				Number passed.				Percentage of passed scholars on total numbers on rolls at beginning of the year.	
	Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Arts Colleges—													
Master of Arts	5	2	7	42	6	...	48	27	2	...	29	.....	.....
Bachelor of Arts	7	4	11	147	95	20	262	61	28	1	90	.....	.....
First Arts	12	9	21	461	422	26	909	141	112	8	261	.....	.....
Colleges for Professional Training—													
Law—													
Honors in Law	...	...	...	...	...	...	1	...	...	...	1	.....	.....
Bachelor of Law	5	...	5	88	...	...	88	47	...	...	47	.....	.....
Medicine—													
M D.	1	...	1	1	...	...	1	1	...	...	1	.....	.....
Honors in Medicine	1	...	1	3	...	...	3	2	...	...	2	.....	.....
M.B.	1	...	1	17	...	...	17	7	...	...	7	.....	.....
First M.B.	1	...	1	29	...	...	29	14	...	...	14	.....	.....
L.M.S.	1	...	1	111	...	...	111	65	...	...	65	.....	.....
First L.M.S.	1	...	1	21	...	...	21	7	...	...	7	.....	.....
Engineering—													
B C.E.	1	...	1	5	...	...	5	...	...	...	... *	.....	.....
L.C.E.	1	...	1	21	...	...	21	...	...	...	...	.....	.....
Schools—													
Matriculation ... ... Boys.	46	152	198	734	1,205	57	1,996	372	386	9	767	.....	.....
Middle English Scholarship examination ... . „	13	328	341	47	929	...	976	37	555	...	592	.....	.....
Middle Vernacular Scholarship examination ... . „	137	703	840	554	1,918	18	2,490	353	1,061	11	1,425	.....	.....
Lower Vernacular Scholarship examination ... . „	16	1,123	1,139	296	2,432	3	2,731	122	1,530	...	1,652	.....	.....
Primary Scholarship examination ... ... „	3	7,468	7,471	12	24,151	...	24,163	3	11,351	...	11,354	.....	.....

* Besides, two candidates obtained the degree of B.C.E., having fulfilled the conditions required under paragraph 8 of the Regulations for the degree of B.C.E.

C. E. G —Reg. No. 5051J—500—2-10-80.

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 12TH NOVEMBER 1880.

RESOLUTION.

READ—

The General Report of Public Instruction in Bengal for 1879-80.

THE final orders of the Government of India regarding the introduction in Bengal of the new forms of educational returns were not received in time to admit of their adoption in this report. The Director has, however, supplemented the old forms by a second set of tables drawn up according to the new forms, though differing from them in certain particulars in which information was not available.

GENERAL SUMMARY.

2. In the Resolution of Government on the report of the Director of Public Instruction for 1878-79, it was noticed that, for the first time since the Department was constituted, the contribution from private sources to the total cost of education had exceeded the amount of the Government grant. During the year 1879-80 the proportion of the Government expenditure has been still further reduced, namely, from 47¾ to 46 per cent. Of the cost of collegiate education, the Government share has fallen from 52½ to 51⅓ per cent; or, if University charges be added, all of which fall on the candidates, from 44 to below 43 per cent. In secondary education the Government share has fallen from 35 to 34½ per cent, and in primary education from 28⅓ to 25⅓ per cent. Of the cost of special instruction the Government share is naturally much higher, amounting to 82 per cent. These figures refer only to those colleges and schools which receive aid from the State. If the expenditure incurred in the maintenance of unaided institutions be taken into account, the proportion of the Government expenditure to the total cost will be very much less.

3. The following table shows the expenditure of the year from returns furnished by the Accountant-General:—

Budget head of expenditure.	Sanctioned estimate, 1879-80.	Actuals, 1879-80.
	Rs.	Rs.
Direction and inspection	3,91,000	4,27,604
Government colleges and madrasahs ..	4,66,000	4,46,817
Government schools	6,14,000	6,07,065
Grants-in-aid and assignments—		
For secondary and superior instruction	4,50,000	4,19,226
For primary instruction ...	4,00,000	3,88,636
Scholarships	1,56,000	1,46,155
Miscellaneous	46,000	37,657
Total ...	25,23,000	24,73,160
Less receipts ...	4,50,000	4,50,745
Net Government expenditure ...	20,73,000	20,22,415

The sanctioned estimates of expenditure for the year amounted to Rs. 25,23,000; the actual expenditure was Rs. 24,73,000. The receipts passing through the Government treasuries amounted to Rs. 4,50,000, a sum in close accordance with the estimates. The actual net Government expenture amounted to Rs. 20,22,415, against Rs. 20,73,000 estimated, a saving of more than Rs. 50,000 having thus been effected. Adding the cost of medical

education, which is provided for in the estimates of the Medical Department, the departmental returns show that, out of a total expenditure of Rs. 47,68,000 in all Government and aided institutions, the cost incurred by Government amounted to Rs. 21,97,000. In the previous year the total cost of education in connection with schools and colleges receiving aid from the State was Rs. 45,45,000, and the share borne by Government was Rs. 21,72,000. The Government expenditure has therefore increased by only Rs. 25,000; while the expenditure from private sources has increased by Rs. 1,98,000. The only head under which the expenditure of the Department has exceeded the sanctioned estimates is that of "Direction and Inspection;" and this is explained as being due for the most part to the appointment of three Assistant Inspectors for the divisions of Bhagulpore, Chittagong, and Chota Nagpore, after the estimates had been framed.

4. The subjoined table shows the total number of schools of all kinds from which returns have been received, and of the pupils reading in them, at the close of the years 1878-79 and 1879-80. Excluding unaided patshalas, tols, and maktabs, which read for no departmental standards and lie outside the Government system, organized Instruction shows an increase in round numbers of 6,000 schools and 100,000 pupils. The schools in this table are classified according to the nature of their income, as Government, aided, or unaided:—

Class of Institutions.	1879.		1880.	
	Schools.	Pupils.	Schools.	Pupils.
Government schools and colleges ...	307	28,423	301	29,332
Grant-in-aid " " " ...	1,677	83,281	1,708	88,005
Circle grant " ...	287	11,947	290	12,355
Primary grant " ...	24,354	489,518	30,414	582,992
Unaided schools and colleges ...	6,653	114,538	6,663	106,346
Total ...	33,278	727,707	39,376	819,030

5. The loss of six Government schools is thus explained. The survey school at Hooghly and the two Normal schools of Purneah and Durbhunga have been closed, while the Dehree Training school has been merged in the new Engineering College at Howrah. A law school has been opened at the Rajshahye College; the Anglo-Hindi school at Darjeeling has been converted into a Government school; and a school has been opened at Kurseong for the children of Europeans employed on State Railways. In addition to the net loss of one school here shown, there have been minor changes among Government vernacular schools of the middle and lower class, some of which have been converted into aided schools.

6. The number of grant-in-aid schools shows a certain increase (31); but the Director explains that this increase does not fully measure the result of the year's operations. In nearly all cases grants are reduced at each renewal, and in this way a considerable sum of money is set free every year for the purpose of aiding new schools. Besides the fact that 31 more schools have been aided than received grants in the previous year, the expenditure for the year upon grants-in-aid has been reduced by nearly Rs. 12,000; and this sum, together with the other savings on the total grant-in-aid allotment of Rs. 4,50,000, amounting in all to more than Rs. 30,000, is available for aiding other new schools as opportunities arise. The 31 schools above referred to represent the excess of new grants sanctioned over old grants cancelled; and the Director's report shows that the active measures which were referred to in the Resolution upon the last report, as having been taken against inefficient schools, were maintained with the best results during the year under report.

7. The object of the circle grant, which provides peripatetic head teachers for each circle of two or three primary schools of the better class, is the gradual elevation of these schools to the middle standard at a comparatively small cost. The grant has accordingly been declared to belong to the field of secondary education, and its administration has been transferred from the hands of the Magistrate to those of the Circle Inspector. The total number of schools thus provided with teachers remains nearly the same as in the previous year; but schools of the middle class have increased from 106 to 116, and lower class schools from 92 to 114, while the number of primary schools has fallen from 89 to 60. The amount of the grant

(Rs. 22,000) having been unaltered, the general advance in the standard attained by these schools shows that it has been well laid out in the promotion of its special objects.

8. The number of schools aided from the primary grant of Rs. 4,00,000 has increased from 24,354 to 30,414, and the number of pupils reading in them from 489,518 to 582,992. At the close of the year 1876-77, the number of schools aided from the primary grant was 14,000 with 360,000 pupils. In three years therefore the number of aided schools has increased by more than 100 per cent, and the number of pupils by more than 50 per cent. The increase is due to the constant development of the system of payment-by-results in place of that of fixed stipends. That the increase in the number of pupils does not keep pace with that in the number of schools arises from the fact that, while the stipendiary system confined itself to aiding the larger and more successful schools, the method which has now replaced it offers encouragement to large and small schools alike; and thus the system gradually extends its influence to schools with no more than 12 or 15 pupils. The same inference may be drawn from the statistics of unaided primary schools, which show a constantly decreasing average in the number of their pupils. The number of unaided schools supplying returns is 6,266 with 76,145 pupils; while, in the previous year, it was 6,232 with 84,196 pupils. In 1877 the average number of pupils in an unaided primary school was 18; it is now 12—a fact which indicates that all the larger indigenous schools are being taken up year by year into the primary system of education.

Controlling Agencies.

9. The appointment of Joint or Assistant Inspectors of Schools in the divisions of Burdwan, Bhagulpore, Chota Nagpore, Chittagong, and Orissa continues to be attended with good results. The rapid extension within the last few years of the system of primary education had made such large demands upon the time of inspecting officers as to leave them little opportunity for the supervision of secondary schools; and the decline in the standard of middle schools had been the subject of repeated representations. The area of an Inspector's circle is too large to enable him to exercise any but a general supervision over the secondary schools contained in it; and the appointment of Assistant Inspectors, whose duty it is to see and report and to carry out his orders, have greatly increased the efficiency of his control over the schools. The Director states that the Joint and Assistant Inspectors have done excellent work during the past year, and have furnished careful and valuable reports of their work, which is chiefly, though not exclusively, concerned with secondary education. The prospects of secondary education have been still further improved by the declaration made in the Resolution of Government upon the last annual report on public instruction that "the proper duties of Deputy Inspectors are—(1) the immediate personal inspection of secondary schools; (2) the general supervision of primary education through the agency of Sub-Inspectors." In most districts the system of primary instruction has now passed the experimental stage, and the Sub-Inspectors are in general men of considerable experience. The attention of the Deputy Inspector can therefore be safely directed to the supervision of secondary schools to a greater extent than was formerly advisable, and his responsibility for the condition of those schools can in consequence be much more clearly enforced. As regards the supervision of primary education, the number of Sub-Inspectors is in several divisions quite unequal to the duty of visiting each school, but it is found that the system of collecting and examining groups of patshâlas at fixed centres gives equally satisfactory results.

University Education.

10. The abolition of the college classes, which were experimentally attached in 1877 to the Rungpore school, has reduced the number of Government colleges to eleven. The Northern Bengal State Railway made it easy for matriculated students from Rungpore to go elsewhere for the further prosecution of their studies; and the Rajshahye College has become the natural centre of high education for the whole division. Of the eleven colleges that now exist, seven

teach the full course for the B. A. degree. These are the Presidency, Hooghly, Kishnaghur, Dacca, Patna, Rajshahye, and Cuttack Colleges. To the last-named College the Maharajah of Mohurbhunj has given a donation of Rs. 20,000 as the nucleus of a permanent endowment, and at his request its name has been changed to "Ravenshaw College," in commemoration of Mr. Ravenshaw's services as Commissioner of Orissa. Four colleges of the second grade teach only to the First Arts standard—these are the Sanskrit, Berhampore, Midnapore, and Chittagong Colleges. During the course of the year much discussion took place upon the question of maintaining the Berhampore College. In deference to the strongly-expressed wishes of the inhabitants of the district, and in consideration of the history and achievments of the College in former years, the Lieutenant-Governor finally decided to retain it, and appointed Mr. W. B. Livingstone to be its Principal. Besides the Government colleges abovenamed, there are six aided colleges, all in Calcutta, of which the General Assembly's institution, with 361 students, is not only the largest in Bengal—the Presidency College coming next with 336 students—but has a larger roll-number than any college has shown for the last five years. There are three unaided colleges, of which LaMartiniere in Calcutta, and the Baptist Mission College at Serampore, have four and nine students respectively; while the Metropolitan Institution of Calcutta has still further increased the number of its students from 248 to 328.

11. The total number of students in all colleges has risen from 1,963 to 2,080; of whom 1,086 are in Government colleges, 653 in aided, and 341 in unaided colleges. The Director's report shows that the demand for collegiate education is steadily rising. It appears that 96 per cent of those who passed the matriculation examination in December 1879 were admitted to colleges in the following session; a larger proportion than has yet been known. And, as was noticed last year, practically all who pass the First Arts Examination continue to read for their degree; and about half those who obtain a degree attempt the standard for honors. The total expenditure upon collegiate education has increased from Rs. 4,40,757 in 1878-79 to Rs. 4,50,295 in 1879-80; more than four-fifths of the increased cost having been contributed from private sources. Of the whole expenditure, Rs. 2,34,782 were paid by Government, and Rs. 2,15,513 from fees and subscriptions. The candidates at the various examinations of the University also paid a further sum of Rs. 68,000 in fees. The average cost of each student in Government colleges has risen from Rs. 316 to Rs. 326, of which Rs. 213 were paid from State funds, and Rs. 113 from fees and subscriptions. The increase was chiefly due to the fact that the number of students in the calendar year 1879 was somewhat less than in 1878. The cost of each student to Government varied from Rs. 60 in the Rajshahye and Rs. 78 in the Midnapore College, both of which are supported by ample endowments, to Rs. 538 in the Sanskrit College and Rs. 756 at Berhampore. The cost of each student in the Presidency College was Rs. 187 from Government, against Rs. 148 from private sources. In aided colleges each student cost the State Rs. 42; while Rs. 178 were contributed from fees, endowments, and subscriptions.

12. Some improvement was shown in the number of successful candidates at the various examinations of the University. For the First Arts Examination 864 candidates appeared and 261 passed, or 30 per cent against 27 per cent in the previous year. From Government Colleges 33 per cent of the candidates passed; from other institutions 28 per cent. The Presidency College passed 43 per cent of its candidates; the Patna and Hooghly Colleges 31 and 29 per cent respectively; and the Kishnaghur, Dacca, and Rajshahye Colleges from 25 to 23 per cent. It is to be regretted that the proportion of candidates passing from mofussil colleges is not higher: at the same time allowance may be made for the fact that the absence of officers on furlough has reduced the establishment of several colleges below the requisite strength, and has compelled the Government to resort to temporary arrangements for carrying on their work. An application has now been made to the Government of India for a small permanent addition to the number of graded officers, which the experience of the last few years has shown to be unequal to the actual requirements of the colleges.

13. For the B. A. Examination 248 candidates appeared, and of these 90 or 34 per cent passed; the proportion in the previous year having been 26

per cent. Of the 136 candidates from the seven Government colleges of the first grade, 61 or 45 per cent passed; while the four aided colleges that teach to this standard passed 30 per cent. No unaided college sent candidates to the B. A. Examination; but the Metropolitan Institution has now opened a fourth-year class. Of the Government colleges, the Presidency College passed 26 candidates out of 66, or 39 per cent. Those at Dacca and Patna each passed two-thirds of their candidates, and a student from the Patna College gained the distinction of the first place in the University list. The Hooghly College succeeded much better than in the previous year, passing 12 out of its 29 candidates. The colleges at Rajshahye and Cuttack passed candidates at the B. A. Examination for the first time; the former two and the latter one. The Director refers to the danger of allowing colleges in the mofussil to teach both the literature and the science courses for the B. A. degree, with a staff of professors intended for only one. The Principal of a college desires to keep as many students as possible in his B. A. classes; and when a student asks to be taught the alternative course, on the ground that otherwise he will have to join another college, the Principal is naturally disposed to make an effort to arrange for the necessary lectures. But such a division of the teaching power is obviously a source of weakness, and its effects have been shown in the general failure of the candidates from the Kishnaghur College. Of three candidates from that College, in the literature course, only one passed; and the two candidates in the science course both failed. "Desirable as it is," the Director remarks, "to make the local college satisfy the requirements of all its students, yet the wisdom of such a concession must be regarded as doubtful."

14. Out of 262 candidates for the B. A. degree, including 14 absentees, 108 chose the A or literature course, and 154 the B or science course. Of those who chose the former only 27 per cent passed, while 40 per cent of the B course candidates were successful. This result, showing the comparative severity of the test in the literature course, is in accordance with the results of the examination held in the previous year, and at variance with those of former years; but it is noticeable that, in spite of this fact, the number of senior scholars who select the course in literature is steadily increasing. In former years these students almost unanimously chose the science course, even though the University examinations showed a much smaller percentage of candidates passing in that course; but within the last three years the literature course, now seen to be the harder of the two, has become singularly popular with these, the flower of the University students. Out of 49 senior scholarship-holders, 13 in 1878, 14 in 1879, and 19 in 1880, have chosen the A course for the degree. The Presidency is the only Government college that is fully equipped for teaching both courses. It sent 26 candidates to the A course, of whom five passed; and 43 to the B course, of whom 21 passed. But, as mentioned above, the Kishnaghur College has been permitted to prepare candidates for both courses; and the Dacca College, in addition to its regular course in science, occasionally sends a few candidates to the examination in literature. All other Government colleges teach the science course only. The aided missionary colleges of Calcutta send candidates to both courses. The students of the Cathedral Mission College, by special arrangement, attend the scientific lectures in the Presidency College. Of its eight B course candidates four passed, while only one passed out of eleven in the A course. The B candidates in the General Assembly's Institution and the Free Church College all failed; while 18 and 3 candidates respectively passed from these colleges in the A course. St. Xavier's College passed two candidates out of seven in the B course; but the A course candidates failed.

15. For the M. A. degree examination 48 candidates appeared; 31 competed for honours, of whom 20 were successful, and 17 for the ordinary degree, of whom nine passed. The Presidency College sent 31 candidates in various subjects, of whom 21 were successful. Of these, 17 obtained honours, and four the ordinary degree. Three of the candidates from this College were placed in the first class. The Sanskrit College passed one candidate, the Dacca College two, the Hooghly College two, and the Kishnaghur College one. One candidate also passed in physical science from the Cathedral Mission College, and one in history from the Free Church Institution.

Secondary Education.

16. The number of high English Government schools in Bengal remains the same as in the previous year, namely 48; but there is an increase of 500 in the number of pupils, which now stands at 13,727. The number of aided schools has increased from 85 to 88, and the pupils reading in them from 8,894 to 10,800. Unaided schools have increased from 63 to 64, and their pupils from 13,903 to 14,091. Altogether there are 200 high English schools with 38,618 pupils, against 196 schools and 36,033 pupils in the previous year. Among Government schools of this class there are 12 which have more than 400 pupils each. These are the Hare and Hindoo schools in Calcutta, the former of which has 610 pupils; the Chittagong, Hooghly, and Dacca Collegiate schools, the Burrisal and Uttarpara zillah schools; and the five great schools of Behar, namely those of Patna with 544 pupils (the second in size in the whole of Bengal), Gya, Chupra, Arrah, and Bhagulpore, the number of their pupils ranging from 504 to 426. The Director remarks—

"The last two or three years have witnessed a surprising development of the demand for English education in Behar, quite unprecedented in that province and unparalleled in any other part of Bengal. The movement is as yet most conspicuous in the head-quarters stations, and the lower classes of the zillah schools are filled to overflowing with boys who are natives of the province, and not, as heretofore, half of them Bengalis But the same desire has begun to manifest itself in the interior of districts, among the Rajpoots and Babhans; and Babu Bhoodeb Mookerjea warns me that we must be prepared for a large development of the grant-in-aid system. At present the effect is chiefly visible in the rapid addition of English classes to Government vernacular schools. The new hopes held out to the people by the recent adoption of the Hindi character in the courts will unquestionably stimulate the desire of the respectable classes for an education which can now be turned to profitable account."

It may well be hoped that the orders referred to by the Director will have the effect of removing the great difficulty which has hitherto beset middle schools in Behar, namely the complete indifference of the people to a purely vernacular education. In the whole of the Patna Division there are only six middle vernacular schools maintained by grants-in-aid. At the same time the efforts of the Education Department during recent years to popularize the Hindi character and language have not been without effect. The Board of Examiners for middle scholarships in Behar reports:—"All the Hindu students of the vernacular schools of Behar now read and write Hindi with tolerable correctness; while only five years ago the whole province did not send up more than one or two candidates in Hindi. Some Mahomedan pupils in each district have now taken up Hindi, and not Urdu, as their vernacular." Again, the primary schools of Behar, in which Kaithi has all along been taught, have begun to use Nagri printed books in largely increasing numbers. The people therefore were not unprepared for the change which the orders of Government have now made; and it may be anticipated that the further educational effect of the orders will be to give encouragement alike to those indigenous schools in which the Kaithi character is taught, to those vernacular schools of a higher class in which the language and the character are Hindi, and in at least an equal degree to those in which the rudiments of English are added to a sound vernacular education. The change was made at a time when it was not only necessary in the interests of the people and of their education, but when it could be carried into effect with comparative ease.

17. At the Entrance Examination of 1879, 1,996 candidates appeared from 198 schools, and 767 passed, or 38 per cent. As in the previous two years, the Government schools passed more than 50 per cent of their candidates, while private schools, aided and unaided, passed 32 per cent. It is satisfactory to find that aided schools have made considerable progress, as judged by the results of the last examination This result may reasonably be attributed to the vigorous measures that have been taken during the last two or three years against unsuccessful schools, with the object of withdrawing aid from those that are hopelessly inefficient, and of compelling all others to earn by their public performances the grants which they enjoy. Among collegiate schools the Hare and Hindu schools attached to the Presidency College of Calcutta as usual occupy the highest place; the Kishnaghur school has risen to be third; followed by the Dacca, the Hooghly Collegiate, the Rajshahye, the Hooghly Branch, and the Patna Collegiate schools. In the Cuttack

Collegiate school, it is noticed that the minor Rajah of Dhenkanal, among other Government wards, is a pupil. He was "shy and timid when he first joined, but is now quite at home with the rest, and is doing well." The Cuttack and Chittagong Collegiate schools were conspicuous for the failure of their pupils at the examination. Among the 11 zillah schools of the first class, that is, those with 300 pupils and upwards, the Uttarpara school has for the second time taken the highest place. The Burrisal and Mymensingh schools follow, and then those of Beerbhoom and Arrah; the success of the last-named being such, remarks the Director, as to "lift it at once to a level with the great Bengal schools, a position which no zillah school in Behar has hitherto approached." The Gya zillah school with 504 pupils passed only two candidates in the third division; and the Director attributes this unsatisfactory result to the fact that the school (like others in Behar) has outgrown, owing to its late rapid increase, not only its building accommodation, but its establishment, which has accordingly been considerably strengthened. Zillah schools of the second class, numbering 175 pupils and upwards, have increased from 9 to 12, by the rise of the Baraset, Dinagepore, and Bogra schools to this class. Among them the Bankoora school has for two years taken the highest place. At the last examination it passed eight candidates out of 12, three of them in the first division—a result which, as the Magistrate remarks, is attained by few first-class zillah schools and by none of the second-class. The Furreedpore and Barrackpore schools, also did well. In the Baraset school it is satisfactory to observe that, of 103 new pupils admitted during the year, 33 were Mahomedans, who were enabled to attend the school by the increase lately made in the amount of its Mohsin grant. The Mozufferpore school is described by the Director as the only unsatisfactory zillah school in the Patna Division, and as needing the Inspector's closest attention in all classes leading up to the Entrance. The last place in the list is occupied by the Noakholly zillah school, from which only one candidate passed in the third division, out of nine sent up. Every boy in the Entrance class is said to have suffered from malarious fever. Among third-class schools, which are almost exclusively confined to the divisions of Bhagulpore, Chota Nagpore, and Orissa, the Balasore, Hazaribagh, Maldah, and Purulia schools stand at the head of the list. The others pass no more than one or two candidates each year, and many of them, owing to their small private income, can afford only a weak staff of teachers. The Chaibassa school, for example, has a head-master, a second-master on Rs. 30, and a pundit, who are assisted by the education clerk. It is held in the same building as, and is practically a development of, the model school for Kols; it is kept up for the immediate benefit of the Bengali and Hindustani residents, and in the hope that Kol boys, who already read to the middle standard, may be brought up in course of time to the Entrance Examination.

18. The system of net grants to Government schools, in accordance with which the amount at credit of the school at the close of the year is re-granted to it for the following year, continues to work well. The schools began the year with a credit balance in their favour amounting to Rs. 69,441, which was slightly increased to Rs. 70,122 at its close; but meanwhile the schools had incurred expenditure out of their surplus income during the year to the amount of Rs. 19,481, all of which was spent, without any cost to Government beyond the sanctioned net grant, in strengthening or rewarding the teaching staff, in adding new buildings, or in supplying new furniture, books, or prizes. The policy of Government with regard to net grant schools is thus described:

"It is thoroughly understood that all expenditure of an ordinary kind in the maintenance of, or in additions to, the buildings must be met from the credit balance of the school; and it is only in exceptional cases, where large expenditure upon extensions is needed, that an application is made to Government for a special grant. Even in these cases at least half the cost must be defrayed from local sources."

19. The increase in the number of aided high schools from 85 to 88 is not caused by a simple addition of three to the number existing in the previous year, but is the net result of considerable changes in schools of this class. Eight schools have been raised from the middle to the high class, and two reduced from high to middle schools. New grants have been given to

three schools, and from six the grants have been withdrawn on the ground of continued inefficiency. Conspicuous notice is given in the report to the Feringi Bazar aided school in the town of Chittagong, which was formerly a middle school and was raised during the year to the high class.

"Some local opposition" writes the Director, "was raised to its elevation to the high class, on the insufficient ground that it might injure the collegiate school. It has done no injury to that school, having, as the Joint Inspector points out, tapped new sources of supply. The number of pupils has risen from 219 to 303, recruited from the Eurasian and Mahomedan inhabitants of the quarter; and its fee-receipts have increased from Rs. 60 or Rs. 70 to Rs. 150 a month. The school has received warm assistance and support from Mr. W. H. Campbell, an influential tea-planter of Chittagong, who has undertaken the management of the school, is a liberal subscriber to its cost, and has contributed Rs. 2,000 to the erection of a new bungalow, now approaching completion."

The Director rightly urges that no Government school has any good ground to resent the uprising of a good and well-managed private school in its neighbourhood, even though its fee-receipts may be thereby diminished. The general extension of education at a cheap rate is a solid gain to those benefited by it, outweighing the loss of pupils and of income which any individual school may suffer, and which a zealous head-master naturally regards with regret.

"If the school," remarks the Director, "becomes in time good enough to take the place of the Government school, there is a still more solid and permanent gain. Of course if the new school is essentially a bad one, real and often lasting harm is done; the discipline of both schools suffers; and a lower standard, both of instruction and of conduct, is substituted for a higher. But it may be hoped that the evil is in this case temporary, and that, though a badly-managed school may do harm for a time, it contains the seeds of its own extinction. There is a large and growing demand for English education at a cheap rate, and if any school which springs into existence to satisfy that demand does not possess the elements of permanent existence, it has at any rate stimulated the desire for education, which does not cease with its disappearance."

20. Unaided higher class schools have increased from 63 to 64. In the Presidency Division there are 17 schools of this class; in the Burdwan Division there are 12, three new schools having been opened and three closed. In the Dacca Division there are ten unaided schools, three having been newly opened. The Maharajah's school at Durbhunga has been raised to the high class; and it now occupies, like the Maharajah's school at Burdwan, the position of a zillah school, there being no Government school in either station. A few schools, nominally of the high class, are described as starting up once a year, two or three months before the Entrance examination, for the purpose of granting certificates of eligibility to candidates rejected at the test examination of other schools Schools of this class, remarks the Director, are most injurious to discipline, and the University has lately inflicted a fatal blow on them by the salutary regulation that no candidate can be sent up by a school in which he has not read for six months.

21. Middle English schools have increased from 540 with 31,490 pupils to 554 with 32,812 pupils. Of these only eight are Government schools; 432 being aided and 114 unaided. Aided schools show a net increase (*i.e.* an excess of new over cancelled grants) of ten, which is thus explained. Twelve grants have been cancelled, and 31 new grants given; eight middle have been raised to high schools, and two high schools reduced to middle; five middle English schools have been converted into vernacular, and three vernacular into English; while the Anglo-Hindi school at Darjeeling has been made the zillah school of the district. The foregoing figures do not, however, give a complete statement of the existing means of English education. The orders by which middle English schools were placed upon a vernacular basis allowed the addition of an English class, locally maintained, to any efficient vernacular school; the school being nevertheless still classed as vernacular until, by passing candidates at the Middle English Scholarship Examination, it had gained the right to recognition as an English school. Very general use has been made of this concession. In the Presidency Division 28 vernacular schools have added an English class, and 33 in the Burdwan Division. In Behar the privilege of learning English, in addition to the vernacular, has been warmly welcomed, and has proved, in the Director's opinion, to be an effectual safeguard against the rapid and inevitable decline with which, until lately, vernacular schools were threatened. There are hardly any aided schools of

this class in Behar; but the model or Government vernacular schools have introduced English classes at local cost in large numbers—two in Gya, six in Shahabad, six in Sarun, five in Mozufferpore, and two in Durbhunga. Of these, and of the similar schools in Bengal Proper, some have succeeded in passing candidates for the English scholarship, and have thus gained the right to be called English schools; but it is evident that there are throughout the country many more opportunities of learning English than the returns of schools at first sight show; and there can be little doubt about the value of a system which promotes this result, or about its tendency to constantly increasing expansion.

22. The policy of placing middle English schools on a vernacular basis has now been practically, in most cases warmly, accepted; and the opposition which at the outset was not unnaturally aroused by so radical a change in the system of education has almost entirely died away. The chief interest of the question at the present moment seems to lie in the possibility of extending the system to high English schools. The Director draws attention to an important experiment that is now being carried out in the Presidency Division.

"In March 1879," he writes, "I made proposals to Government with the object of encouraging, here and there, the amalgamation of a vernacular school with a neighbouring high class English school; the proposed inducement being to allow the pupils of the vernacular department of the joint school still to compete for vernacular scholarships. I pointed out that such an amalgamation, besides having the advantage of economy, would probably tend to the substitution of the vernacular for English throughout the lower classes of higher English schools, and thus we should take the first steps towards a reform which I believe to be as applicable to higher as to middle English schools. My proposals were sanctioned, and I was directed to notice the subject specially in future reports. Four schools have effected the amalgamation; those of Ranaghat, Meherpore, and Kooshtea in Nuddea, and Taki in the 24-Pergunnahs. The case of the Ranaghat school deserves particular notice. The five highest classes of the school read the ordinary Entrance school course without change. But the next four classes, the 6th to the 9th, which include the four highest classes of the old vernacular school, read the Vernacular Scholarship Course, with the addition of English as a language for one hour a day. The two lowest classes, the 10th and 11th, which include also the lowest classes of the old vernacular school, read the vernacular only. 'So far as has yet been observed,' writes the Inspector, 'nothing but good has followed the change. The number of pupils in the joint school is 50 in excess of the numbers before returned for both schools, and the fee receipts are larger. It is true that at Ranaghat no provision is made for those who wish to read the vernacular only; nor is it necessary, for at Ranaghat every pupil desires to read English also, as is shown by the fact that English teaching had been previously introduced into the middle vernacular school. The amalgamation is confessedly an experiment, and it is too early yet to say that it is an assured success; so far decidedly good effects have accrued. The pupils of the lower classes of the old higher English school are getting a sound vernacular training, and those of the old vernacular school are learning English more systematically, and are under better discipline than before. The number of pupils has increased, the success at the Vernacular Scholarship Examination is greater, and finally the consolidated grant to the joint school is less than the sum of the grants before given.' A proposal has also been put forward to effect a similar amalgamation in the case of the zillah schools of Baraset and Jessore."

The experiment is unquestionably one of the first importance, and its progress, and the success which attends it, should be carefully watched.

23. The Middle English Scholarship Examination of 1879 was the first under the new system; the subjects of examination comprising the full Vernacular Scholarship Course, with English added as a language only. It is important therefore to compare the results of an examination under the new with those of the previous year under the old system. In 1878, 315 schools sent candidates to the examination; and from 266 schools 594 candidates passed. In 1879 341 schools sent candidates; and from 271 schools 592 candidates passed. The general result is that a considerably larger number of schools competed by the new standard, and that a few more actually reached that standard; while the number of successful candidates was just short of that in the previous year. "That the loss has been no greater," the Director urges, "shows the case, and even the success, with which the change has been carried out."

"The schools began to be set upon their new footing in January 1878, and the reorganization went on throughout that year. Some schools were slower than others in meeting the emergency. When their first-class pupils, who up to December 1877 had been learning English and no vernacular, had to go up in October 1879 to an examination which comprised the full vernacular standard, they were unquestionably placed at a disadvantage. In the

vernacular they had to compete with boys who had for years been studying that language exclusively under well trained pundits; while their English reading had latterly been confined to one or two hours a day, instead of the four or five hours which candidates of previous years had spent over English books. That the loss has been no greater shows the ease, and even the success, with which the change has been carried out."

There is certainly no ground for dissatisfaction with the results of this first examination under the new system. It is clear that the margin of inefficient schools is steadily diminishing. In 1877 308 schools competed at the middle English examination, and 247 successfully; in 1878 315 schools competed, and 266 successfully; and in 1879 341 competed, and 271 successfully. The reports of the Director and the Inspectors give full and complete accounts of the schools that are still inefficient; the causes of failure, the measures taken for improvement, and the prospects of success being detailed in each case.

24. Middle vernacular schools have increased from 1,061 with 52,607 pupils to 1,085 with 54,562 pupils. Of the whole number 175 are Government model schools, 820 are aided, and 90 unaided. But the facts are not really so favourable as these figures indicate. The class of aided schools includes those middle schools which are aided from the primary grant; and the Director explains that 39 Sanskrit tols, aided from this source, have been included under the head of middle schools, instead of, as before, under primary schools. Excluding these, and also an increase of ten in the number of circle schools of the middle class, there is a net loss of 13 grant-in-aid schools, which has been brought about by steady adherence to the system of withdrawing grants from schools that are hopelessly inefficient. From 24 schools grants have been withdrawn; while only 11 new schools have been aided. To the Middle Vernacular Scholarship Examination 850 schools sent candidates, and candidates passed from 614 of these schools. In the previous year 837 schools competed, and 597 successfully; but the number of successful candidates at the later examination was only 1,423, or 114 less than in the previous year. This unsatisfactory result has been confined to the Bhagulpore Division and to Eastern Bengal. In Bhagulpore the examinations in two important districts had to be set aside, the questions having been allowed, owing to the neglect of obvious precautions, to become known. In the Eastern Bengal circle there was a decrease of 172 successful candidates compared with the previous year. The loss was common to every district, and to every class of schools; and the unanimous statement of the local officers, that the questions were above the ordinary standard of difficulty, must be accepted as the only explanation of so widespread a failure. It is urged that such variations of standard are an almost necessary incident of the system of separate examinations for each circle; but their occurrence is much to be regretted, as causing not only injury and disappointment to the candidates concerned, but discouragement to the schools which send them. The Director states that the alternative system of a common examination for all districts in Bengal Proper is under consideration, though he points out that the number of candidates to be examined would be a probable cause of difficulty and delay.

25. Lower vernacular schools have decreased from 1,541 to 1,498; but the pupils reading in them have increased from 53,391 to 54,296. The loss in schools has been chiefly confined to those aided from the primary grant, the number of which has fallen from 1,267 to 1,232. This result is owing to the general introduction of the system of payment-by-results, which compels district officers to withdraw high grants from individual schools in order to spread their allotments over a wider area. None but the most successful of these schools now receive stipends, with the result that the schools as a class are rapidly gaining in efficiency. The Lower Vernacular Scholarship Examination shows a very remarkable increase in the success of this class of schools. Of 1,139 schools that sent candidates to the examination, 817 were successful, passing 1,652 candidates. The number of competing schools was greater by 127 than in the previous year; of successful schools by 111, of candidates by 333, and of passed candidates by 394. "There is no doubt," the Director writes, "about the progress made by these schools, their stability, and their great usefulness in the place which they occupy as the necessary link between the indigenous schools of the country and the departmental system of organized instruction."

PRIMARY EDUCATION.

26. The total number of primary schools has advanced from 29,270 with 531,064 pupils to 35,258 with 613,452 pupils. Of these 6,266 with 76,145 pupils are indigenous patshalas, tols, and maktabs, receiving no aid in any shape from Government. Of the remainder, 28,736 schools are primary schools aided from the primary grant; the rest being Government, or grant-in-aid, or circle primaries Besides primary schools, the primary grant also supports 112 middle vernacular and 1,232 lower vernacular schools. In round numbers, the area covered by the primary grant has been extended so as to include 6,000 additional schools and 93,000 additional pupils. In the Burdwan Division 700 new schools have been added, in Orissa 900, in Eastern Bengal 900, in the Patna Division 2,000, and in Bhagulpore 1,000. The system of payment-by-results, to the adoption of which this increase is to be ascribed, has now been introduced in one form or another into all but eleven of the districts in Bengal. The various modifications of the system are described at length in the Director's report In the Midnapore scheme, the problem of economising a primary allotment and an inspecting staff, which were sufficient for a system of stipendiary schools, in such a way as to bring under supervision the large outer circle of indigenous patshalas, was met by the plan of small rewards after annual and central examinations, in the conduct of which a local committee of villagers was associated with the inspecting officers. This system, with only slight modifications, has been adopted in all the other districts of the Burdwan Division; in the districts of Dacca, Backergunge, and Tipperah; and, with the partial retention of the old system of fixed stipends, in Nuddea, Jessore, Moorshedabad, Rajshahye, and Manbhoom. In the 24-Pergunnahs, Dinagepore, and Rungpore a similar system prevails, with the substitution of quarterly for annual examinations. Into all the districts of the Patna and Bhagulpore Divisions a system devised by the Inspector, Babu Bhoodeb Mookerjea, and known as the chief-guru system, has been introduced. A district is parcelled out into a convenient number of circles, and over each of these is placed a chief guru, usually the guru of a stipendiary school, and always the most prominent among the teachers of the circle. The chief guru is charged with the inspection and supervision of all the patshalas in his circle; he is the medium of communication between the inspecting officers and the schools; and he takes the place occupied by the village committee in the Midnapore system. The three districts of Orissa have adopted a system very similar to that of Behar. In this division, however, the chief gurus or 'abadhans,' in addition to their work of inspection and supervision, are also employed in teaching the abadhans of their respective circles; and in the Cuttack district, by a recent development of the same system, the appointment of five abadhans, charged with the sole duty of inspection, has relieved the circle abadhans of the greater part of their inspecting work, and converted them mainly into peripatetic teachers. In the districts of Bogra, Pubna, Julpigoree, Darjeeling, Mymensingh, Furreedpore, Noakholly, Chittagong, Lohardugga, Hazaribagh and Singbhoom, the old system of fixed stipends still prevails. In all, however, the stipends are regulated by the condition and progress of the schools, and in most some steps have been taken towards the introduction of a more elastic system.

27. In the 24-Pergunnahs a change for the better has been made by holding the quarterly examinations at centres instead of in each village. In Nuddea, by some apparent mismanagement, the notices of examination were not delivered to the gurus in time for them to be present at the examination centres, and the amount set aside for rewards could not be distributed for want of candidates. In Jessore the system of payment-by-results has been extended since the close of the official year to a second sub-division, with the object of introducing it throughout the district, should it prove successful there. In Moorshedabad the number of indigenous schools is known to be small, and consequently the system of payment-by-results has not been attended with much success. In the districts of Burdwan and Bankoora the system of 'small stipends and large rewards' is in force, and has proved very successful. The Midnapore district heads the list, with a total number of 71,200 pupils in schools of all schools, the 24-Pergunnahs district

following with 60,300 scholars. In these two districts, and in Burdwan and Bankoora, the proportion of pupils to population varies from 27·3 to 28·3 per thousand. All of them are surpassed by the Balasore district, in which 41·7 per thousand of the population are at school. In the Rajshahye district the results system has been introduced into 3 out of 13 thanas, the schools being examined for rewards every two months. In Dinagepore, besides the system of quarterly examinations, a payment of Rs. 2 a month is made for every twenty children attending the school. In the Darjeeling district, beyond a slight increase in the number of schools, no change of importance has taken place; but in Independent Sikkim the Rajah has to some extent anticipated the wishes of Government by making grants amounting to Rs. 495 to the principal monasteries to which schools are attached. In the Dacca district the system of central examinations has been introduced; the keeping of attendance registers and account-books, and the periodical submission of returns, being important elements in determining the amount of rewards. In Backergunge a combined system of stipends and of payment-by-results has proved singularly successful. In Tipperah a strong effort has been made to bring unaided maktabs, in which the recitation of the Koran is the only subject taught, within reach of the system of rewards. Prizes were offered, both to teachers and to pupils, for proficiency in the simplest subjects of vernacular instruction; and the aid of influential villagers was enlisted by associating them with the inspecting officers in the work of examination and in the distribution of rewards. In Chittagong the system of payment-by-results was introduced into the most advanced of the thanas, but the experiment was held to have failed, and the scheme was abandoned. A similar system, which had been set on foot in Noakholly, was discontinued by the Magistrate on the unexplained ground that any attempt to introduce the Midnapore system must prove ruinous to the patshalas. In the Patna Division the chief-guru system was adopted towards the close of the year in the districts of Gya, Mozufferpore, and Durbhunga, and it was more fully developed in the districts of Patna and Sarun. The Magistrates generally have expressed cordial approval of the working of the system, as they have also in the division of Bhagulpore. In the Monghyr and Bhagulpore districts the system is said to have reached its extreme limits, and to embrace the whole number of existing schools. In the Sonthal Pergunnahs it is less successful, being, as the Assistant Inspector points out, much more fully adapted to the requirements of races which have indigenous schools and teachers of their own, than to the promotion of education amongst an uncivilised people for whom special agencies are required. The chief part of the work of educating the Sonthals has been left to the Church Mission Society and the Indian Home Mission, and they have been very successful in bringing the people under instruction. The total number of Sonthal pupils is now 2,306; and of these a small number attend middle schools not under missionary management,—a fact which affords some indication that the Sonthals are beginning to appreciate education of a class above the primary. In the district of Hazaribagh an extraordinary system of payment has been introduced. That of rewards after examination, which was being steadily pushed throughout the district, was suddenly stopped, and in its place a hard-and fast capitation system was introduced. The amount of stipend was to be determined, not by the average attendance, but by the monthly roll-number as shown in the registers of the gurus, supplemented, it is true, by a slight progress test. Last year the less objectionable system in force in Lohardugga, according to which stipends were determined by the average attendance of pupils, was condemned* by the Commissioner and by Government; and it is not clear what advantages are claimed for a system which insists less on progress than on mere attendance, and in which no further guarantee of attendance is secured than inclusion in a register. In Singbhoom the system of stipends is supplemented by quarterly rewards, which has had a good effect in stimulating gurus to improve their schools. In the Orissa Division the system in force in Cuttack and Balasore was introduced during the year into the Pooree district. All the patshalas in Pooree that sent pupils for examination, and all but 11 out of 6,000 pupils examined, gained rewards,—a fact which seems to indicate not so much any unusual

* No 1025, dated 20th October 1879, from Government to Director, Public Instruction.

superiority in the schools, as a desire to make the system at the outset popular. Balasore takes the lead of all districts in Bengal as regards the spread of education; but the Magistrate of Cuttack keenly contests the accuracy of the returns, denying that Balasore can be educationally so far ahead of Cuttack as the figures would show; the proportion of pupils to population being as 41·7 per 1,000 for Balasore and 21·2 for Cuttack. In the Tributary Mehals considerable progress is being made; the schools are increasing in numbers and advancing in class; pupils compete with success at all scholarship examinations up to the middle vernacular standard; and the system of payment-by-results has been introduced and is being gradually extended. It is believed that there are not less than 2,000 indigenous schools scattered over the tributary estates of Orissa, so that the system of payment-by-results seems to be specially adapted to the circumstances of the locality.

European and Eurasian Education.

28. There is an addition of one to the number of schools for the education of Europeans and Eurasians, caused by the opening of the Government Railway school at Kurseong. This school was established primarily for the education, at a cheap rate, of the children of persons employed on State Railways, but its benefits have lately been extended to employés in the Public Works and Telegraph Departments, and it is also thrown open to the general public at higher rates of fees. The Eastern Bengal Railway Company contribute a grant of Rs. 100 a month in aid of the schooling fees paid by persons in its service. The liberal terms on which a thorough and sound education is offered in a delightful climate have proved to be attractive, and the applications for admission are in excess of the present accommodation. The school is accordingly to be now removed to more spacious and convenient quarters on Dow Hill above Kurseong. The total number of schools for Europeans and Eurasians is 47; of which one is a Government school, 38 are aided schools, and eight are unaided. Of these 29, with 3,698 pupils, are in Calcutta and 18 with 835 pupils are outside Calcutta. The schools in Calcutta are very numerous, and are so distributed as to make ample provision for the needs of those concerned. Among them the Calcutta Free School, the Catholic Male Orphanage, and the Entally Loretto for girls, are conspicuous for the good work done by them. Of the schools outside Calcutta, St. Paul's at Darjeeling seems to be making the most rapid advance. It is now preparing pupils for the First Arts examination. Six are railway schools, of which those at Jamalpore and Buxar are the best.

Female Education.

29. The total number of girls' schools has increased from 543 with 12,497 pupils to 657 with 14,870 pupils. In addition to these the number of girls reading in boys' schools has advanced from 11,235 to 13,643, the increase being chiefly due to the rewards which in many districts are given to gurus in consideration of the attendance of girls at school. The Bethune school in Calcutta has now two pupils, who have passed the Entrance and are reading for the First Arts examination. The establishment of the school has been much strengthened during the year, and the net grant raised from Rs. 650 to Rs. 750 a month. The only other Government school, the Eden school at Dacca, has an attendance of 147 pupils. Some of these have passed the Lower Vernacular Scholarship Examination, and are now reading for the middle standard. The standard of education in girls' schools throughout the country is gradually rising. Three girls in Moorshedabad, one from the Serajgunge school, three in Mymensing, and four in Chittagong, passed the Primary Scholarship Examination. In Tipperah two girls passed the lower vernacular and six the primary examination. The girls' scholarship examination in the districts of the Burdwan Division was as usual carried out by the Uttarpara Hitakari Sabha. Of 49 candidates, 12 passed the final examination, and 30 by lower standards; 30 girls were selected for scholarships. The Balasore Zenana Association is spoken of as doing useful work.

30. Of 2,119 pupils reading in zenanas, or in schools connected with zenana agencies, who were examined by Mrs. Wheeler, 1,861 were in the lower

primary stage, 200 in the higher primary, and 58 in the middle stage; none of those examined had reached the upper stage. Of those in the middle stage, 30 were pupils taught and examined in their own houses, that is, strictly zenana pupils,—a fact which shows, as pointed out by the Director, that the work done in the zenanas is not without tangible results. At the same time the report conclusively proves that the great obstacle which besets the work of teaching in the zenanas is the absence of anything like steady attendance. Very few of the pupils, not exceeding 10 per cent in the case of any mission, had been under instruction for more than a year, even though the ages of the pupils ranged from 8 to 14, 15, and even 16 years. Even in the case of those pupils who have been for more than two years under instruction, it is observed by the Inspectress that the attendance of many has been "off and on," or that they have "resumed their studies after a long interval." It is quite evident that there is as yet in girls' schools nothing approaching to the regular and systematic teaching which is found in boys' schools. This is a serious obstacle to efficient instruction, and it is one for which the ladies of the various missions are in no way responsible. There are, however, other difficulties which might be removed by fuller co-operation among the different societies. It is maintained that, as in former years, too many new schools are opened, and that schools are too frequently removed to new sites, where they come into injurious competition with established schools. Of all the agencies, the Church Mission Society stands highest with regard to the proficiency of its pupils, and the Free Church Agency second, and then the American Mission, and the Society for the Propagation of the Gospel. The Director adds :—" The Church Mission Normal School must again be distinguished for its excellent discipline and its success in training teachers,—a distinction which was erroneously given in the last report to another institution." Towards the close of the year a scheme of examination by standards for all girls' schools was promulgated to the agencies concerned; and they were requested to arrange their classes according to these standards, with the object of ultimately introducing a system by which grants will be determined by success at the examinations.

Special Instruction.

31. *Law.*—There are now six Government colleges having a law class attached, reading up to the B. L. degree. All these classes outside the presidency have recently been made self-supporting. The number of students in 1879 was 321 against 227 in 1878. It is explained that, as students under the University regulations commonly join the law classes in their fourth year, the numbers reading law in any particular year depends very closely upon the numbers passing the First Arts examination in the year previous: thus in 1877 only 184 candidates passed the First Arts standard, and the law classes of 1878 declined from 316 to 227: in December 1878, 208 candidates passed, and the law classes of 1879 rose to 321.

32. *Medicine.*—The number of students in the Medical College at the close of the year was 153 against 208 in 1878-79 and 145 in 1877-78. As explained in the last report, the numbers in 1878-79 were swelled by an exceptionally large number of hospital apprentices sent up by the Military Department, and by the re-admission of a large number of candidates who had failed at the preceding examination. The number of graduates passed out of college increased from 26 to 72,—a result which is very satisfactory as indicating successful working up to the new rule of the University (which caused so many failures in 1878-79) that each candidate must pass in every subject, and not merely obtain a certain number of marks on the aggregate of subjects. The number of pupils in the vernacular medical schools has further decreased to 508. In 1877 the schools were attended by 862 pupils, but the numbers have year by year decreased as the novelty wore off, and in consequence of the orders of Government limiting the numbers admissible and raising the standard of preliminary qualification. During the year the general course of education in these schools has been settled on the basis of a valuable report by the Committee on Medical Expenditure in Bengal. The object kept in view has been to simplify and reduce the subjects of study, and to make the training of the pupils more thorough and practical, looking to the work which they will be called upon to do in after-life.

33. *Engineering.*—"During the year the civil engineering classes were attached to the Presidency College. After its close they were transferred to the new Government Engineering College at Seebpore near Howrah. Four classes, numbering in all about 150 students, have been opened in that college for civil engineers, mechanical engineers, civil overseers, and mechanical apprentices. This last class is for the present mainly composed of the boys from the Dehree school, whence they have been recently transferred. The decline in the number of students in the Civil Engineering Department of the Presidency College continued last year, when they fell to 73, against 89 in the previous year. The attendance at each of the vernacular survey schools slightly decreased, and the school at Hooghly was closed; the total number in all schools fell from 165 to 138 pupils. The number passing the examination for the certificate at the end of their two years' course fell from 40 to 32. The successful candidates from two out of the three schools have no difficulty in obtaining employment, being taken up at once by the district road establishments." The Civil Engineering Department sent up 26 candidates to the University Examination, five for the degree of B.C. E., and 21 for the License in Civil Engineering, but all failed to pass. The Director points out that the subjects in which the students failed were chiefly those of a practical character, such as "carpentry and mechanism," "strength of materials," and "practice of building." The defect in their teaching hitherto has been the want of practical training, and this defect the new College at Seebpore will amply supply. The characteristic feature of the new college is (as the Director remarks) the combination of study and practical work throughout the course from the beginning. Every student is to spend three hours a day in the Government workshops recently established on the river bank adjoining the college, where he will work with his own hands at the bench, the lathe, the forge, or the foundry. The theoretical work will also be carried to a high standard, both for engineers and for overseers. An application is to be made to the University to make some changes in their regulations, in order to meet the case of engineer students.

34. *Industrial Schools.*—The European school at Dehree has been transferred, as already noticed, to the Seebpore Engineering College. The vernacular school had 39 pupils at the end of the year, but the removal of the machinery from Dehree to the new workshops at Howrah, and the large reductions of establishments on the Soane, make the early closing of the school probable. This will not really matter if the proposals now under consideration for placing the Bankipore Industrial School on a proper footing are successful. The gift of a lakh of rupees by Syud Lutf Ali Khan of Patna for this object should make it possible to establish a workshop on an adequate scale, without which no industrial school can be of any real use. The Dacca School has been closed for want of pupils, and the school at Ranchi, under the Lutheran Mission, dwindled down to six pupils owing to the departure of the Superintendent, the Rev. Mr. Herzog, on leave to Europe.

35. *School of Art.*—The year closed with 76 students on the rolls, the same number as in the previous year. The Principal, while remarking on the extraordinary aptitude for draughtsmanship evinced by two Parsi students, reports that the Bengalis also show great quickness and proficiency in art work, and expresses regret that the passed pupils of the school are not more largely employed in Government offices as draughtsmen. The Director might very well invite the Surveyor-General and other heads of offices to inspect the school and judge of the proficiency of the students. The Art Gallery attached has now 65 works of art, of which 53 are the property of Government. The number of its European visitors during the year was 402, and of Native visitors 1,801.

36. *Normal Schools.*—The number of Normal schools at work during the year was 15, there being seven of the first grade, viz. those of Calcutta, Hooghly, Dacca, Patna, Rungpore, Ranchi, and Cuttack; one of the second grade at Chittagong; and seven of the third grade at Julpigoree, Moteehari, Hazaribagh, Purulia, Chaibassa, Balasore, and Pooree. In the Vernacular Mastership Examination 219 candidates appeared including 16 private students, of whom 133 obtained certificates, 32 of the first grade, 45 of the second, and 56 of the third. Only one private student obtained a certificate, and that of

the third grade. The Hooghly and Beauleah schools were, as in the previous years, first and second respectively in the results of examination. The Dacca school, which has for some time past suffered from the superior attraction of the medical and survey schools of that place, is again reviving under pressure of the increased demand for certificated pundits The Beauleah school has during the year been transferred to Rungpore, it having been found that students from the backward districts of Rungpore and Dinagepore would not, even with stipends, study at Beauleah. The Patna school is the only one that trains teachers in English. It had 21 students in the English, and 43 in the Vernacular Department. It is expected that the number will increase as the demand for teachers in English schools grows in Behar. Certificates were granted to 349 gurus trained in third grade Normal schools. These men help materially to improve the standard of efficiency in village schools, and it would be satisfactory to see them trained in greater numbers.

37. *Madrassas.*—The number of pupils in the Madrassas of Calcutta, Hooghly, Rajshahye, Dacca, Chittagong and Joraghat was 777, having increased by over 100. (These figures take no account of the Anglo-Persian Department of the Calcutta institution, which is merely a high-class English school for Mahomedans.) All the Madrassas have now been organized on the model of the Calcutta institution, which is composed of a senior or college department with four classes, and a junior department; and all have worked up to the Calcutta standard. At the central examination of Madrassas for 1879, 170 candidates appeared and 97 passed; 36 in the first, 17 in the second, and 44 in the third divisions. The Director remarks:—

"These results do not compare favourably with those of last year, when 112 passed out of 167 candidates—48 in the first division, 28 in the second, and 36 in the third The decrease is confined to the first-year classes, in which there were only 45 for examination, of whom 18 passed, as against 60, of whom 40 passed in the year before. In other classes there is an improvement. The explanation appears to be that the classes, which have been increasing in number year by year, are outgrowing the power of the teaching staff, which was sanctioned at a time when the standard taught was much lower—a state of things which would chiefly affect the lower classes"

Taking the Calcutta Madrassa as a whole, there were 1,033 students at the close of the year against 1,015 in the year preceding; 232 in the Arabic Department, 395 in the Anglo-Persian Department, and 406 in the Branch school; 659 are English and 374 Oriental students. There was a very satisfactory increase in the attendance at the Chittagong Madrassa, the numbers rising from 126 to 204, accounted for by the opening of an elementary or preparatory class acting as a feeder to the regular classes.

38. It is appropriate to notice here the proportion of Mahomedans to Hindus in schools of all classes throughout Bengal. The following table gives the figures:—

		Hindus		Mahomedans	
	Total number of pupils	Number of pupils	Percentage of pupils	Number of pupils	Percentage of pupils
Arts colleges .	*1,739	1,592	91 5	93	5 3
High English schools .	38,618	34,785	90 0	421	8 8
Middle " " .	32,812	28,179	85 8	4,078	12 4
Middle vernacular " .	55,610	47,527	85 1	7,553	13 5
Lower " " ...	54,371	44,606	82 0	8,910	16 4
Primary " " ...	612,329	471,876	77 0	127,852	20 8
Professional colleges ...	547	471	86 1	15	2
Technical schools ...	†799	584	73 0	143	17 9
Normal " ...	1,250	474	37 9	36	2 9

* Exclusive of those in unaided colleges
† Ditto of those in the Government School of Art

Upon this the Director remarks:—

"The Mahomedan population of Bengal forms, according to the last census, 31½ per cent of the whole, while the school population is no higher than 18½ per cent. Of the whole school-going population, the proportion of Hindus steadily rises, and that of Mahomedans as steadily falls, as we pass from the lower to the higher classes of instruction. In technical schools the proportion of Mahomedan pupils is higher than in any other class. This is largely due to the fact that the medical and survey schools of Patna contain considerably more Mahomedans than Hindus, the Hindus of Behar not having as yet taken freely to instruction of that kind"

The total number of Mahomedans under instruction was, however, 159,191 against 131,998 in the previous year, and 111,645 in 1877-78.

39. *Sanskrit Title Examination.*—The institution of a special examination in Sanskrit literature, law, philosophy, and the Vedas, and the grant of titles of honor to those who pass, in order to encourage the study of Sanskrit among private students, was noticed in last year's report. At the first examination in April 1879, 52 candidates appeared, of whom 24 obtained titles. This year 61 presented themselves for examination, of whom 30 passed. Several wealthy members of the Hindu community have come forward to supply rewards to successful competitors, and the examination is said to be likely to become a popular institution in Bengal.

40. *Agricultural Scholarships.*—The Lieutenant-Governor believing that agricultural science, like any other branch of knowledge, can only be efficiently taught by those who have made it a special study, and thoroughly understand it themselves, has sanctioned the establishment of two scholarships of £200 a year each, tenable for 2½ years by natives of the province who may have passed the B. A. examination on the physical side, and are willing to undergo a full course of instruction at the Agricultural College, Cirencester. When the Government has at its disposal a staff of trained agriculturists, it will be time enough to undertake the scientific examination of indigenous agriculture in Bengal, and establish colleges and schools for grafting on eastern practice, as far as may be found possible or desirable, the ascertained results of Western research.

SCHOLARSHIPS.

41. The following table shows the distribution of scholarships during the year:—

Class of scholarships.	Sanctioned grant.	Actual expenditure in 1879-80.
	Rs.	Rs.
Senior	24,720	25,783
Junior	43,920	43,358
Middle English } Do. Vernacular }	53,400	10,785 32,330
Lower "	15,000	12,435
Primary "	18,000	13,223
Girls	1,800	194
Civil Engineering (graduate)	6,000	4,416
Medical College	4,800	3,956
Mohsin	9,072	9,072
Sanskrit College	2,832	2,832
Art School	1,200	1,200
Total ...	1,80,744	1,59,534

SCHOOL-BOOKS.

42. In Bengal Proper school-books in both English and Vernacular are constantly being produced. Before a book can be used in a Government or aided school, it must be placed on the authorized list of the Central Committee. The schools then choose which of the books they will read for the departmental examinations in which only the subjects are fixed. It is satisfactory to learn that school managers almost invariably select the best books of their class. In Behar and Orissa a stimulus has to be given to authorship by the offer of rewards for vernacular school-books. The production of works in Hindi and Oriya during the year has, under this arrangement, been fairly active. The recent orders of Government enforcing the general use of the Nagri or Kaithi character in the Courts of Behar may be expected to exercise a marked influence in the outturn of books from the vernacular press:—

"The people," writes the Inspector, "will now find one great obstacle to the study of their own vernacular removed, and the vernacular schools will to a great extent be relieved from the difficult attempt to combine the teaching of two or three characters. The progress of an indigenous vernacular literature will, under such circumstances, be only a question of time."

43. The Lieutenant-Governor has again to acknowledge with thanks the service rendered to the cause of education in Bengal by the able staff, European and Native, working under the Director of Public Instruction. Mr. Croft continues to superintend the Department with an ability and zeal which leave nothing to be desired. To Mr. Tawney, who officiated as Director for three months during Mr. Croft's absence, the Lieutenant-Governor's acknowledgments are also due.

ORDER.—Ordered, that a copy of this Resolution be forwarded to the Director of Public Instruction for information and guidance.

Ordered, also that copies be forwarded to all Commissioners of divisions for their information and guidance and for communication to District Magistrates and District Committees.

By order of the Lieutenant-Governor of Bengal,

A. MACKENZIE,

Secretary to the Government of Bengal.

Circular No. 26.

COPY forwarded to the

By order of the Lieutenant-Governor of Bengal,

C. W. BOLTON,

Under-Secretary to the Govt. of Bengal.

CALCUTTA,
The 12th November 1880.

C. E. G.—Reg. No. 7806C—807—17-11-80.